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ABSTRACT

Guidelines for a middle school teacher-advisory program is presented in this document. The introduction notes that this guide was developed to enable all middle school teachers to function effectively as teacher-advisors as well as to feel comfortable in fulfilling that role. A simplified format is used so that each activity can be presented in a forthright and concise manner. Each activity is presented in an outline form to include the title, number of sessions needed to complete the activity, recommended materials, group size and purpose of the activity. Also included are a goal classification, a synopsis of the activity, suggested cues to facilitate the exercise, and a section on process procedures. The guide as a whole is divided into three main parts, one each for the sixth, seventh, and eighth grades. Each part contains four sections, of which the first two, Introduction to Advisory and Getting Acquainted, are the same for each part. The other two sections are, for the sixth grade, knowing yourself and Looking at Families; for the seventh grade, Looking at Others and Looking at Families; and for the eighth grade, Making Decisions and Looking Ahead. Activity sheets are included. (ABL)

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MIDDLE CHILDHOOD EDUCATION
ADVISORY PROGRAM

INSTRUCTIONAL GUIDE

INSTRUCTIONAL GUIDE

INSTRUCTIONAL GUIDE

PUTNAM COUNTY
SCHOOLS

CG024796

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MIDDLE SCHOOL ADVISORY CURRICULUM

PUTNAM COUNTY SCHOOLS

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ACKNOWLEDGEMENT

This middle school advisory curriculum is the product of intensive effort by the counselors from Putnam County's four middle schools. During the 1980-81 school year, our counselors identified the advisory program as a critical curricular area in need of improvement. Through their efforts, there is little question that they have succeeded in this task. The Putnam County advisory writing team was composed of the following members:

Linda Erwin, Counselor, Poca Middle School
Barbara Haynes, Counselor, Hurricane Middle School
Audrey Martin, Counselor, George Washington Middle School
Wanda McElwain, Counselor, Winfield Middle School

Additional Acknowledgements

The following individuals have provided technical assistance and training for Putnam County teachers in advisory techniques since 1979. They are:

Judy Case
Region IV Drug & Alcohol Abuse Center
Coral Gables, Florida

Dr. Paul George
Director of Graduate Programs
University of Florida, Gainesville

Dr. John Kampsnider
Counseling and Psychotherapy
Roane - Calhoun Guidance Clinic
Spencer, West Virginia

Gail Cornblatt, Director
Region IV Drug & Alcohol Abuse Center
Coral Gables, Florida

Dr. Judy Hansen
Region IV Drug & Alcohol Abuse Center
Coral Gables, Florida

Before the 1988-89 school year, this advisory curriculum was revised by counselors from Putnam County's four middle schools. The advisory revision team was composed of the following members:

Linda Erwin, Counselor, George Washington Middle School

Barbara Haynes, Counselor, Hurricane Middle School

Linda Hunt, Counselor, Winfield Middle School

James McComas, Counselor, Poca Middle School

Also assisting with the preparation of the Putnam County Schools Advisory Curriculum were:

Mr. Denis Smith, Director of Early and Middle Childhood Education (1979-80 to 1986-87)
Currently: The Executive Director of the National Middle School Association, Columbus, Ohio

AND

Mr. Jack Welton, Current Director of Middle Childhood Education

We also gratefully acknowledge the assistance of Sharlene Gritt, Secretary, for her key role in completing this curricular guide.

"Middle schools did not create the age of transescense. Helping youth in moving through the puberty cycle safely, sanely, and as positively as possible cannot be viewed as a frill. Clearly, society's designated educational institution cannot ignore needs so basic as those faced by transescents."

John H. Loundsbury, Editor
NMSA Publications
"Advisor-Advisee Programs:
Why, What and How" 1986

FORWARD

Since the inception of the middle school movement in the United States almost thirty years ago, many comparisons have been made about the organizational and substantive differences between the junior high and middle school programs. Despite the flood of published literature on the subject, the most fundamental difference is centered around the emphasis on affective growth and development which is a feature of the middle school program.

The Putnam County advisory program has been designed to provide an opportunity for teachers to meet with their advisory group in a non-academic setting. In order to achieve the purposes of this program, some ground rules need to be established to distinguish this activity form the rest of the school program. They are:

1. From the first meeting with your advisory group, sessions should be conducted in a circle. Research on verbal and non-verbal communication has shown that verbal interaction takes place most effectively when members of a group are positioned where all are visible to each other.
2. Review the ground rules for advisory with your group. Remember that since the format is non-academic, you will not be teaching a lesson.
3. The setting should be such that each student feels at home and at ease with his/her environment.

   In addition to your role as teacher/advisor/facilitator, students should know immediately that you have expectations for them in this activity. Some of these students rules should include the following:

a) Bring yourself to the circle and nothing else. The advisory classroom should be free of such distractions as textbooks, student notebooks, gym uniforms, band instruments and other objects which may provide a distraction. Usually, the only equipment that may be needed are pencils and some paper to complete some of the activities.

b) Everyone has an opportunity to talk and participate in some meaningful way. In addition to providing an atmosphere for affective growth and development, advisory also provides a way for each student to enhance their verbal abilities.

c) Listen to the person who is speaking. In order to understand, we must listen. If someone has something to say, it is important enough to listen.

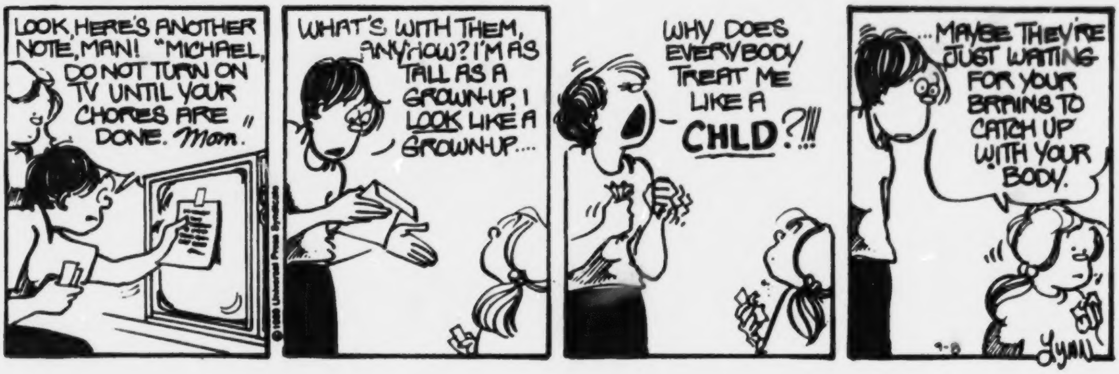
d) Do not interrupt someone when they are talking. Listen to the points they are making as part of their contribution to the group. Also, no one should be ridiculed or put down for their opinions or ideas in this sharing activity.

e) Stay in your own space. Do not invade the physical space of another group member. Proxemics, the use of space, is important because some of us may be intimidated if other people are too close to us. (Refer again to the notes on non-verbal communication in the seventh grade strand).

f) Some answers may be better than others, but there are no right or wrong answers. Advisory is a place where we sort out ideas, attitudes and values. Since backgrounds and experiences vary, we will probably respond differently to the many and altered situations that advisory will examine. So don't be afraid to make a contribution. Share with us the ideas and values that you hold. Your ideas and values, along with your contributions, are as important as those of anyone else. Let us hear from you!

Since every advisor will conduct their group congruent with a personal style, you may add a few of your own rules in addition to those listed above. However, in order to assure immediate success and provide for group cohesiveness, you must establish such rules early on. The first week of school will set the tone for any teacher's endeavor; the advisory program does not differ from the academic area in this manner. For success to be accomplished in any human endeavor, there must be some goals and expectations of what is to be accomplished. By establishing this climate, you will have gone a long way to ensure such success.

For Better Or Worse **by Lynn Johnston**


LOOK, HERE'S ANOTHER NOTE, MAN! "MICHAEL, DO NOT TURN ON TV UNTIL YOUR CHORES ARE DONE. Mom."
© 1980 Universal Press Syndicate
WHAT'S WITH THEM, ANYHOW? I'M AS TALL AS A GROWN-UP, I LOOK LIKE A GROWN-UP....
WHY DOES EVERYBODY TREAT ME LIKE A CHLD?!!!
...MAYBE THEY'RE JUST WAITING FOR YOUR BRAINS TO CATCH UP WITH YOUR BODY.
9-8
Lynn

INTRODUCTION

This advisory curriculum guide has been developed to enable all middle school teachers to function effectively as teacher-advisors as well as feel comfortable in fulfilling that role. In order to accomplish the purposes of this program, a simplified format has been designed so that each activity can be presented in a forthright and concise manner.

For example, each activity is presented in an outline form to include the title, number of sessions needed to complete the activity, recommended materials, group size and purpose of the activity. In addition, the outline form also includes a goal classification (for sequential purposes), a synopsis of the activity, suggested cues to facilitate the exercise, and a section on process procedures.

The handbook has also been designed in a looseleaf format for your convenience.

This method of compilation should serve the following purposes:

1. It identifies the notebook as an incomplete work. The looseleaf nature of this guide should imply that you are provided the opportunity to incorporate your own ideas, add copies of activities you yourself may develop, cull from other affective curriculum material sources, hear about from other advisers, or pick up at conferences and workshops.

2. The guide can be easily revised. Some of the activities may be more effective than others. In that event, new activities can be substituted and inserted in the appropriate sections. Your input is requested so that we might be kept informed about appropriate strategies for updating this curriculum guide.

3. Perhaps the most important feature of this curriculum guide is that activity sheets are included with many of the exercises. These have been designed for easy reproduction by making either thermal masters from them for duplication or machine copies from office type machines.

GOALS

The advisory program serves as an extension of the guidance function of the middle school. As such, it can provide an "early warning system" to detect those students who may be experiencing social or emotional adjustment problems, provide career guidance and exploratory activities for preadolescents, or simply serve as a home-base for many children who may need an atmosphere of security and reassurance during the crucial years when physical, social, intellectual, and emotional changes occur at a dramatic rate.

In 1980, a task force created by the West Virginia Department of Education developed the following goals as an integral part of the middle school guidance and advisory program. Because of the importance of identifying goals in the middle school advisory program, the following goal statements are reprinted from the Middle Childhood Guidance Program (West Virginia Department of Education, 1980).

GOAL I - TO ASSIST STUDENTS IN THE DEVELOPMENT OF SELF-UNDERSTANDING AND POSITIVE SELF-CONCEPT.

The development of a person's self-understanding and self-concept is a lifelong process. The middle childhood years are a part of this process and are characterized by changes in self-understanding and the beginning of a deeper level of awareness of others. This process of self-concept formation requires the skills to assess one's own strengths and weaknesses objectively.

The first goal of the middle childhood guidance program is to assist students in acquiring the skills to look realistically at their strengths and weaknesses and help facilitate growth towards positive self-understanding.

NEEDS ASSESSMENT

A survey to assess the needs of middle childhood students was administered in each county in West Virginia to the counselors, guidance directors and other guidance personnel. Identified below are the results of the survey.

I. The need for a program which meets the needs of the students in the areas of self-understanding and self-concept development, interpersonal relationships, decision-making skills, environmental and career awareness and values clarification.

II. The need for a program with a primary emphasis on developmental concerns in the following three areas: personal/emotional maturation, social maturation and educational/career maturation.

III. The need for a program which involves teachers and parents or guardians in working together to meet the needs of the students.

IV. The need for a program which is developed with goals and objectives to meet the needs of exceptional students as well as all students.

GOALS AND OBJECTIVES

Based on the results of the needs assessment and the valuable feedback from guidance personnel in the State, the following goals and objectives have been formulated.

I. To assist students in the development of self-understanding and positive self-concept.
   a. To evaluate personal beliefs in relationship to others.
   b. To assess personal strengths and limitations.
   c. To become aware of one's own personal approach to life situations.
   d. To reorganize thought about one's self in line with significant body changes.

II. To assist students in the development of effective interpersonal relationships.
   a. To refine communication skills.
   b. To become more aware of roles of heterosexual relations.
   c. To continue to learn appropriate social skills in relating to peers and significant others.
   d. To increase cooperative behaviors in family interactions.

GOAL II - TO ASSIST STUDENTS IN THE DEVELOPMENT OF EFFECTIVE INTERPERSONAL RELATIONSHIPS

The middle childhood years begin the period of transition for a young person from relating primarily with family and significant others to peers. Relating to peers takes on a whole new dimension of importance and is often a difficult experience. Through individual and group interactions, students are given the opportunity to learn alternative methods of relating to others.

GOAL III - TO ASSIST STUDENTS IN THE DEVELOPMENT OF SKILLS NEEDED FOR EFFECTIVE DECISION-MAKING.

The middle childhood student is in the process of leaving an environment where most decisions are made by others to one where more choices are left up to the individual. The more choices the student is exposed to, the more complex skills are required.

The counselor can help students explore various approaches to decision-making. This process requires exploring one's actions in terms of alternatives and consequence, and accepting the responsibility for decisions made.

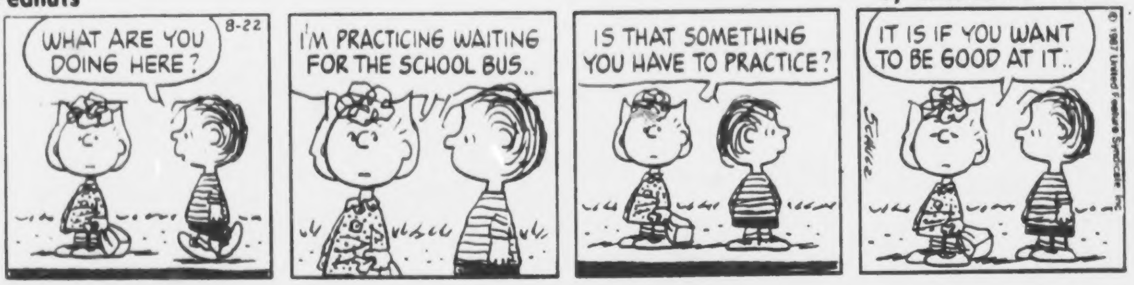
GOAL IV - TO ASSIST STUDENTS IN ACQUIRING AN AWARENESS OF THEIR ENVIRONMENT AS IT RELATES TO PERSONAL-SOCIAL, CAREER AND ACADEMIC DEVELOPMENT.

The middle childhood years are a continuation of a child's broadening picture of the world. The counselor's role in this can be multi-dimensional in helping the learner to integrate all aspects of learning and making it relevant to the world. This goal is aimed at assisting students to integrate the processes of positive self-concept development, decision-making, interpersonal relating skills and values clarification in line with the environment in which they live. With awareness and knowledge the learner will better understand him/herself and be able to project themself into similar and related situations in the future.

III. To assist students in the development of skills needed for effective decision-making.
   a. To assist students in identifying steps to effective decision-making.
   b. To increase awareness of one's own decisions in relationship to group decisions.
   c. To assume responsibility for consequences of one's own decisions.
   d. To gain awareness of how decision-making relates to career explorations.

IV. To assist students in acquiring an awareness of their environment as it relates to personal-social, career and academic development.
   a. To assist students in understanding how one's interests and aptitudes now relate to future career choices.
   b. To increase awareness of the vastness of the world of work.
   c. To assist students in identifying and locating career information.
   d. To increase awareness of the relationship of educational experiences to the world of work.

Peanuts **by Charles M. Schulz**


8-22
WHAT ARE YOU DOING HERE?
I'M PRACTICING WAITING FOR THE SCHOOL BUS..
IS THAT SOMETHING YOU HAVE TO PRACTICE?
IT IS IF YOU WANT TO BE GOOD AT IT..
Schulz
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PUTNAM COUNTY SCHOOLS

MIDDLE SCHOOL ADVISORY PROGRAM

OUTLINE OF CONCEPTS

SIXTH GRADE

I. Introduction to Advisory

II. Getting Acquainted

  A. Peers
  B. Facilities
  C. Staff

III. Knowing Yourself

  A. Physically
  B. Socially
  C. Emotionally
  D. Beliefs and Values
  E. Intellectually

IV. Looking at Families

  A. Family Types
  B. Family Relationships
  C. Family Problems

SEVENTH GRADE

I. Introduction to Advisory

II. Getting Acquainted

III. Looking at Others

  A. Relationships
  B. Acceptance

IV. Looking at Families

  A. Relationships
  B. Challenges

EIGHTH GRADE

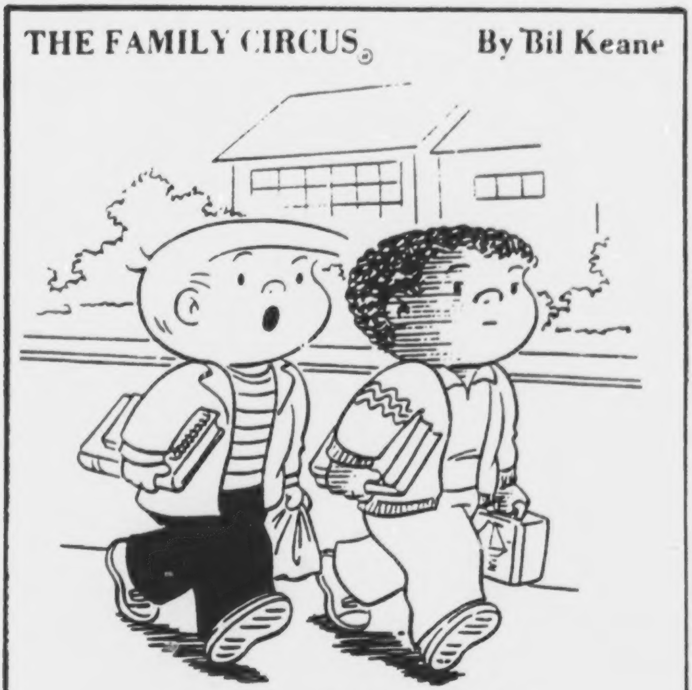
I. Introduction to Advisory

II. Getting Acquainted

III. Making Decisions

IV. Looking Ahead

  A. High School
  B. Colleges/Post Secondary
  C. Careers


THE FAMILY CIRCUS®
By Bil Keane

"I can't wait till I'm in the eighth grade and know all there is to know."

SIXTH GRADE

ADVISORY

PUTNAM COUNTY SCHOOLS

MIDDLE SCHOOL ADVISORY PROGRAM

OUTLINE OF CONCEPTS

SIXTH GRADE

I. Introduction to Advisory

II. Getting Acquainted

    A. Peers
    B. Facilities
    C. Staff

III. Knowing Yourself

    A. Physically
    B. Socially
    C. Emotionally
    D. Beliefs and Values
    E. Intellectually

IV. Looking at Families

    A. Family Types
    B. Family Relationships
    C. Family Problems

INTRODUCTION

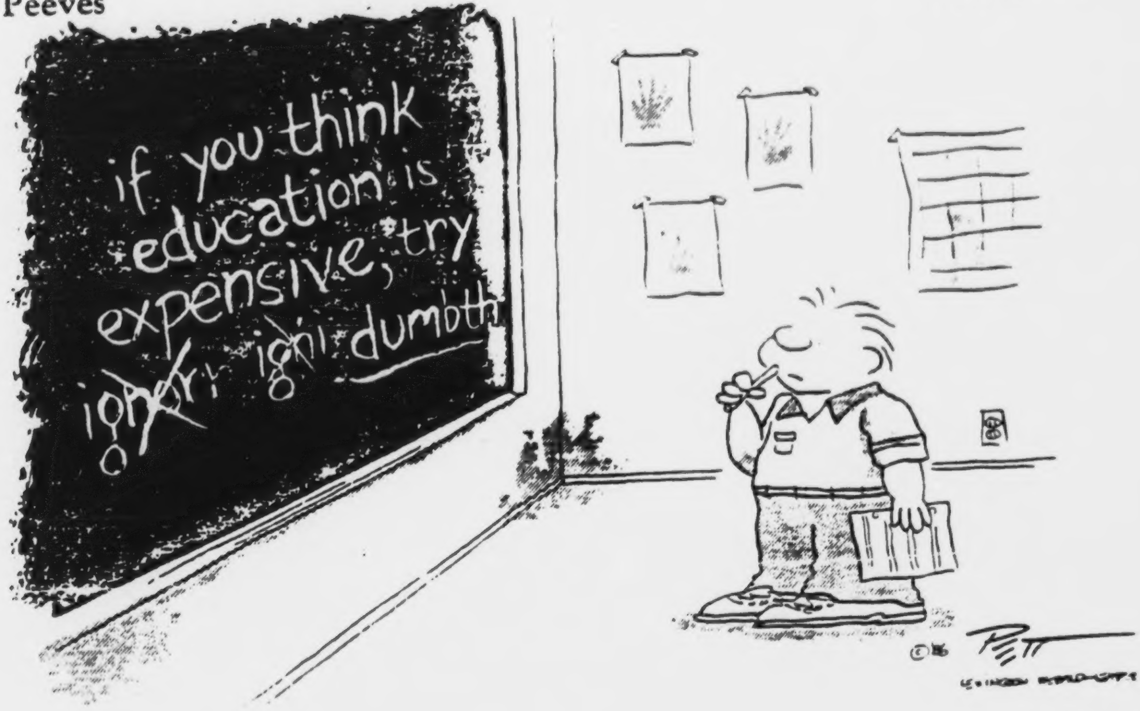
These activities are intended to give the students a basic understanding of some major components of advisory. Communication skills are vital to the advisory process, therefore the major focus is on communication facilitators and stoppers.

The purpose of circle seating and advisory itself is included because many students question the reasons for both.

You may use any or all of these introductory activities at the beginning of each year or when you feel they are appropriate.

Pett Peeves

by Joel Pett


if you think education is expensive, try
~~ignor~~ igni dumbth
©86 Pett

TITLE OF ACTIVITY: Eye Contact

TIME NEEDED: One A-A period

MATERIALS NEEDED: Timer/watch

GROUP SIZE: One A-A

PURPOSE: To allow students to experience the impact of eye contact and the lack of it.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide students into pairs, sit facing each other. One will be the speaker and the other the listener. The speaker will discuss a topic for one minute. The listener will not say anything and will not look at the speaker (look anywhere except the speaker's eyes). Repeat the process with the listener giving normal eye contact. Have the partners change places and repeat the process with the listener becoming the speaker and the speaker becoming the listener both with and without eye contact. (See next page for topics)

CUES: Discuss the importance of eye contact during conversation. Ask students to help create a situation which will give them the opportunity to experience the effects of eye contact and no eye contact.

PROCESS: When partners are not giving eye contact, the noise level will increase because they will try to get the listener's attention and they will almost always laugh.

Discussion Questions:

1. Does this activity make the expression "the eyes are the windows to the soul" meaningful?

2. How did it feel when your partner would not maintain eye contact with you as you spoke?

3. How did you feel when you did get eye contact from your partner?

4. How did it feel to keep from giving eye contact to your partner?

5. How did you feel about giving your partner eye contact?

6. Besides eye contact, what are other ways people can show they are listening, ways that only have to do with body language? (open body posture, leaning forward, interested facial expression, smile)

7. Were you aware of the changes in the noise level in the room during different parts of the activity? What were they? What make it so noisy at times?

8. What is the most important thing you learned from this activity?

(Some students may feel uncomfortable staring into someone's eyes, they may concentrate their vision on the spot just between the bridge of the nose and the corner of the right eye.)

Possible topics for partner discussion:

How I feel about the weather today.
My plans for this afternoon when school is out.
My vacation.
My hopes for the future.

TITLE OF ACTIVITY: Tape Recorder

TIME NEEDED: One A-A

MATERIALS NEEDED: Chalkboard and timer

GROUP SIZE: One A-A

PURPOSE: To give students and opportunity to practice attentive listening for content.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide students into pairs. Have one student be the speaker and one the listener. The speaker is to speak for two minutes to his/her partner about a given topic. The listener listens attentively, mentally recording the speaker's data. The speaker then "plays back" the information he/she recorded. The speaker is then given time to clarify or correct any information the listener didn't understand and to add things the listened forgot Reverse roles and repeat. Repeat again with a different topic.

CUES: Explain that listening is an important part of the communication process. One way to listen is complete silence, giving the speaker a green light to speak without interruptions. Another is by attentively recording the content of speaker's words. We will be practicing these methods today.

PROCESS:
How did you feel as the speaker?
How did you feel as the listener?
Did it get easier or harder the second time to act as the tape recorder?
Did you learn anything new about your partner?
Of what value is silent, attentive listening to effective communication?
What are some of the things you can do to show someone that you are really listening? (silence, attentive body posture, good eye contact, leaning forward)

TITLE OF ACTIVITY: Communication Stoppers

TIME NEEDED: One A-A or more

MATERIALS NEEDED: Chalkboard

GROUP SIZE: One A-A

PURPOSE: To allow students to observe how certain behaviors stop communication in advisory and in other situations.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Begin by briefly discussing the communication stopper and giving examples of each. (List is on next page) Role play situations in which students demonstrate the communication stoppers and have other students identify the type.

CUES: Today we are going to discuss certain behaviors which hinder or stop communication in groups or relationships.

PROCESS: Ask the students to act out a talk show without using communication stoppers then to begin using the stoppers and compare the two shows.
Close by discussing what the effects of the communicationn stoppers were on the student actors.
You may use the discussion questions in the next activity in conjunction with this activity if you wish.

COMMUNICATION STOPPERS
DEFINITION SHEET

1. INTERRUPTING - "butting-in" over and over on a person as he/she talks with statements about yourself or things that have happened to you.
   "Have I ever told you about..."
   "That happened to me..."

2. ADVISING - Giving unasked for advice.
   "Well, if I were you..."
   "Take my advice..."
   "Here's what you should do..."

3. PROBING - Asking question after question in a demanding tone or the person trying to speak.
   "Why did you..."
   "When did you..."
   "How did you..."

4. CONFRONTING - Putting the other person on the spot
   "You did not..."
   "Well so what? Do you think I care?"

5. JUDGING - Continually making judgements as the person speaks, about the person or what the person is talking about.
   "What a good person you are."
   "Oh, that's too bad."

6. INTERPRETING - Adding your own ideas and conclusions to what the person says.
   "You're a/an..."
   "You're feeling..."

7. DOMINATING - Taking over a conversation, not letting the other person get a word in.
   "So do I...and...because..."

8. PUTTING DOWN - Making negative and sarcastic remarks about what the person is saying or the person. Usually ends in the other person returning the put-downs.
   "You're a jerk..."
   "That's stupid..."

(If you're acting these out, let the other person know they can also use put-downs.)

TITLE OF ACTIVITY: Communication Stoppers (II)

TIME NEEDED: One or more A-A's

MATERIALS NEEDED: Discussion questions

GROUP SIZE: One A-A

PURPOSE: To allow students to learn more about communication stoppers.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Discuss how each communication stopper worked and how the speaker felt. (You may use the discussion questions on the following page.)

CUES: Today we are going to continue our discussion on communication stoppers and how people feel when their conversation is stopped or affected.

PROCESS: You may use these questions after each demonstration in the preceding activity.

DISCUSSION QUESTIONS
COMMUNICATION STOPPERS

INTERRUPTING:

1. What effect did it have on the person trying to talk?
2. Did the interrupter understand what the other person was trying to say?
3. Has this ever happened to you?
4. How did you feel?

Switch the role-play so the interrupter is being interrupted and ask how it felt? (frustrating, futile)
Is probably the simplest but most devastating way to stop communication.

ADVISING:

1. What words and statements were advising?
2. How does unasked for advice stop communication?
3. Has this ever happened to you?
4. How did you feel?

Inferior, belittling - very often doesn't fit the situation, comes across as belittling.

PROBING:

1. What effect did it have on the person trying to talk?
2. When does simple questioning become probing?
3. Has this ever happened to you?
4. How did you feel?

Defensive - leads speaker away from what he/she wanted to say.

CONFRONTING:

1. What confronting statements were used?
2. How does it generally affect the person?
3. Has this ever happened to you?
4. How did you feel?

Down-graded, on the spot - Confronted person finds it difficult to talk straight.

JUDGING:

1. What judgmental statements were made?
2. How does it generally affect people when these statements are made?
3. Has this ever happened to you?
4. How did you feel?

Inferior, diminisher, unmotivated to continue - Puts person on unequal status even when it is a positive judgement.

INTERPRETING:

1. What is an interpretation?
2. Which statements were interpretations?
3. Has this ever happened to you?
4. How did you feel?

Not valued as our real self - Hard to communicate with someone who won't let you be yourself.

DOMINATING:

1. Do you think most dominators realize what they are doing?
2. Has this ever happened to you?
3. How did you feel?

Frustrated - May force others to use another type of stopper.

PUTTING-DOWN:

1. What are some ways people are put-down?
2. How productive do you think this type of communication is?
3. Are the other communication stoppers put-downs too?
4. Has this ever happened to you?
5. How did you feel?

Insulted, need to protect self - Putting people down is destructive.

ADDITIONAL POINTS ON COMMUNICATION STOPPERS:

Communication stoppers are almost always inappropriate in advisory class and are usually not helpful in other situations, although we can't say that there is never a situation when they would not be appropriate.

To point out communication stoppers to others when they use them, although it may be tempting, is using a communication stopper yourself. The reason we learn about communication stoppers it to allow us to use more self-control. Accusations will probably no help to gain insight or help to control our own behavior.

As you become more aware of what communication stoppers are and how they cause bad feelings in people, you might be able to use more self control to keep from using them.

There are other communication stoppers, many of which are nonverbal. Ask the class to think of others. (laughing at, sneering at, ignoring)

AFFIRMATIONS FOR A LOVING LISTENER

1. I will try to concentrate on what you are saying. I will train myself to put my work aside, the paper aside, anything aside and turn off what I'm thinking to focus on your words.

2. I will try to feel what you are feeling. This may be hard, but I will certainly make the effort to get behind your words and experience what is in your heart.

3. I will give you a chance to say it all. I will hold my tongue and not comment too soon.

4. I will try to prime your pump. I will ask questions. Sometimes I will say back to you what you have said until we both fully understand what you mean.

5. If I feel even the smallest anger from you toward me, I will try my best to control my fire.

6. I will not cop out by giving no answer when an answer is important. I will remember that silence is sometimes effective, but sometimes it's cowardly.

7. When you are hurting because you're down on yourself, I will assure you again that no matter what you think of you, I am still up on you.

COULD YOU JUST LISTEN?

When I ask you to listen to me and you start giving me advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem.

Listen! All I asked was that you listen, not talk or do - just hear me.

Advice is cheap; 20 cents will get you both "Dear Abby" and Billy Graham in the same paper.

I can do for myself - I am not helpless; maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself, you contribute to my fear and inadequacy.

But when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and can get about this business of understanding what's behind this irrational feeling. When that's clear, the answers are obvious and I don't need advice.

Nonrational feelings make more sense when we understand what's behind them.

So please listen and just hear me.

And if you want to talk, wait a minute for your turn - and I'll listen to you.

TITLE: Talk About It

TIME NEEDED: One A-A

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To allow students to interact verbally with members of the advisory on a one-to-one basis before being asked to interact with the whole group.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Have students select a partner or you pair them. Each pair will take turns being speaker and listener for one minute each. The listener should ask no more than one question. At the end of the two minutes, everyone will switch partners and repeat the process with that person. Complete as many pairs as time allows. Return to group and discuss the following questions:

1. How did it feel to be the speaker?
2. How did it feel to be the listener?
3. How did you react to changing partners again and again?
4. Did speaking and/or listening get harder or easier as you went from partner to partner?
5. Did anyone learn anything interesting about someone during this activity that you didn't know before?
6. Did anyone learn anything interesting about themselves?

CUES: Today we are going to be involved in an activity which will allow you to practice the skills you have learned through talking and listening to other members of the class.

PROCESS: Suggested topics:

My hobbies.
My favorite food.
My favorite tv program or movie.
My favorite book.
My favorite animal.
My favorite game or sport.
My favorite song or musical group.
My favorite subject.
My favorite person.
Something I'm looking forward to.

TITLE: Circle Seating

TIME NEEDED: One A-A

MATERIALS NEEDED: Chalkboard and following three sheets

GROUP SIZE: One A-A

PURPOSE: To introduce the procedures and rationale for circle seating to students.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Use the sheets on circle seating, procedures, and ground rules as a basis for discussion on circle seating. You may change any of the lists to conform to the needs of the group you are working with.

CUES: Today we are going to discuss circle seating, why we use it and the ground rules for advisory class.

PROCESS: Key Points to discuss:

This is a time and place for you to:

1. Get attention and acceptance.
2. Practice positive communication skills.
3. Learn more about yourself and others.

This is not a time for you to:

1. Share intimate experiences, thoughts or feelings.
2. Solve your problems.
3. Tell each other what to think or feel. You are urged to share things that wouldn't embarrass anyone, yourself, classmates, or someone else whom you might want to talk about.

CIRCLE SEATING

IN A CIRCLE THERE IS NO FRONT, MIDDLE, OR BACK.

NO ONE IS IN FRONT OF OR BEHIND ANYONE.

THEREFORE, EVERYONE IS SIDE BY SIDE AND EVERYONE IS EQUAL TO THE OTHERS.

ADVISORY CLASSES ARE FOR SHARING EXPERIENCES, THOUGHTS, AND FEELINGS.

PROCEDURES

1. Arranging the chairs......1-2 min.
2. Review the ground rules...1-2 min.
3. State the topic...........1-2 min.
4. Discussion/activity.....15-25 min.
5. Review....................1-2 min.
6. Summary...................2-3 min.
7. Rearrange furniture.......1-2 min.

GROUND RULES

1. BRING YOURSELF AND WHAT THE TEACHER TELLS YOU ONLY TO THE CIRCLE.
2. EVERYONE GETS A TURN TO SHARE.
3. YOU MAY PASS YOUR TURN IF YOU WISH.
4. LISTEN TO THE PERSON WHO IS TALKING.
5. THE TIME IS SHARED EQUALLY.
6. STAY IN YOUR OWN SPACE.
7. THERE ARE NO INTERRUPTIONS, PROBING, PUT-DOWNS, OR GOSSIP.

TITLE: Why Advisory?

TIME NEEDED: One A-A

MATERIALS NEEDED: Information sheet - advisory

GROUP SIZE: One A-A

PURPOSE: To give students some insight into why developmental guidance (advisory) as a class exists.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Go over the information on the information sheet and discuss with the students. You may give each student a copy or you may "pick and choose" what information you use.

CUES: Today we are going to discuss advisory class, why we have it and what is expected of you in this class.

PROCESS: You may discuss the information as it is or you may choose what you wish to discuss. You may find that the students need more practice with the communication skills.

TEACHERS NOTE: (RE: 348)

ADVISORY

INFORMATION SHEET

Take a look at someone near you. Think about the person's appearance and all the things you can't see, too. Think about all the parts that make up a whole person.

You are a whole person, too. You are a system, a system of systems, a collection of many things.

YOU'VE BEEN AROUND

Every day of your life you've done things and experienced feelings and thoughts. A lot of things have happened to you, and all those things have helped to make you - you.

It's the same with others. They've been around, too. But their experiences have not been exactly like yours. As people, we have a lot we can share with one another.

AND SHARING IS WHAT ADVISORY IS ALL ABOUT!

Advisory is a class in self learning with others. It's a collection of ideas and activities that focus on what being a person is all about.

When you are in advisory class, the topic will be announced, and you may say something about it if you with. When you're not speaking, you'll have a chance to listen to others. At the end of the class, the leader will ask the group some questions about the things they noticed or learned in the class.

You may tell about experiences you've had and you might tell what your feelings were if you want to.

Wouldn't it be great to have someone really listen? Wouldn't it be interesting to learn more about yourself and others? Well, when you're in advisory class, you'll have an opportunity to do both - and more. These classes will be successful when everyone respects the ground rules:

1. Bring yourself and what the teacher tells you ONLY to the circle.
2. Everyone gets a chance to share.
3. You may pass your turn if you wish.
4. Listen to the person who is talking.
5. The time is shared equally.
6. Stay in your own space.
7. There are no interruptions, probing, put-downs, or gossip.

The key to advisory class is communication. You've practices listening, which is one of the do's. And you've discussed communication stoppers, which are collections of don'ts.

Here is a list of communication stoppers:

- interrupting (butting in)
- confronting (attack)
- dominating ("word avalanche")
- judging (good, bad, wonderful, awful)
- advising (what I'd do)
- interpreting (putting words into someone's mouth)
- probing (getting nosy)
- putting down (all of the above and name - calling)

One thing important about communication stoppers that you need to remember is that they are sometimes very necessary and important, but they don't fit well in advisory class. There are a lot of other times they don't work very well either.

Here are some things you might like to try:

The next time you are in a situation that involves silence, decide not to let the silence make you feel funny. Relax and make yourself comfortable. Rest your mind and your muscles. Make the silence comfortable for others too, if you can.

During the next few hours see how well you really hear what other people are saying to you, and see how well you can let them know that you are listening. Notice how they react.

TITLE: Listening and Feedback

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity Sheet

GROUP SIZE: One A-A

PURPOSE: To give students the opportunity to practice and observe positive communication skills.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide class into groups of three (3). Have one student be the speaker, one the listener and the third the observer. Give the students topics to speak on (something that bugs me). After three minutes have the observer discuss with the other two what they observed. (Be sure the speaker tells what he/she felt.) Change roles and repeat, speaker becomes listener, listener becomes observer, observer becomes speaker. Change roles and repeat the third time.

CUES: Today we are going to practice using the communication skills we have been learning.

PROCESS: Return to seats and discuss:

1. How did it feel to try to paraphrase another person?
2. How did it feel to be paraphrased?
3. How did you react to being the observer?
4. Why did we have each person observe?
5. What did you learn (gain) from this exercise?

Paraphrasing is not appropriate in all conversation, but can be helpful if we choose to use it. It isn't easy takes a lot of practice. Like all new skills, it feels unnatural at first. As we practice, it becomes a habit like other new skills. Paraphrasing and the other communication facilitators are good habits to develop.

ACTIVITY SHEET

LISTENING/OBSERVATION

	1st minute	2nd minute	3rd minute
COMMUNICATION HELPERS:			
Silence			
Paraphrasing			
Attentive body posture			
Pleasant tone of voice			
Good eye contact			
COMMUNICATION STOPPER:			
Interrupting			
Advising			
Probing			
Confronting			
Judging			
Interpreting			
Dominating			
Putting down			

Comments:

TITLE: Getting It Together - Introduction

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity sheet - Getting It Together

GROUP SIZE: One A-A

PURPOSE: To allow students to bring together all that they have learned in this section.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Have students complete the activity sheet and discuss the answers.

CUES: Today we are going to review and evaluate the things which we have studied in this section on advisory and communication skills.

PROCESS: You may use the activity sheet for a grade if needed or substitute your own questions.

ACTIVITY SHEET

GETTING IT TOGETHER

INTRODUCTION

1. What is the purpose of advisory class?

2. What are some ways of showing a person you are listening through body language? Name at least 4.

3. What is paraphrasing?

4. Name the communication stoppers we studied. (8)

5. Give short definitions of four communication stoppers.

6. Give two reasons why we use circle seating.

TITLE OF ACTIVITY: Name Game

TIME NEEDED: 30 Minutes

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To allow students to get to know each other discover qualities about each member of the group.

GOAL OF CLASSIFICATION: Getting acquainted (6th grade) students

ACTIVITY: The students sit in a circle. The teacher begins by saying "I am Miss Carson." The first student on her right says "I am Sally and that is Miss Carson." This continues with each person adding "I am ______ and that is..." until the last person has repeated everyone's name.

The second time around, each person adds something about herself that he/she is good at in addition to his/her name. Such as, I am painting Miss Carson, "I am singing Sally and that is painting Miss Carson." This continues as in the first time around until the last person repeats each person's activity and name.

CUES: Today we will get to meet each other and learn something about each person.

PROCESS: Another alternative would be to add an adjective that describes how he/she is feeling at that moment; such as happy, sad, tired or angry. Discuss what types of things you learned about each other that you didn't know or were surprised about and/or how the students felt during the activity.

Have students pick one person in the group who shares a common interest based on information given and spend some time talking to that person.
son.

TITLE OF ACTIVITY: Be A Detective

TIME NEEDED: One A-A (30 Minutes)

MATERIALS NEEDED: "Be A Detective" Sheet - Pen or Pencil

GROUP SIZE: One A-A

PURPOSE: To help students learn more about each other.

GOAL CLASSIFICATION: Getting acquainted students

ACTIVITY: Pass out "Be A Detective" sheet. Tell students they are going to be detectives. They are to walk around the room and question others until he/she finds someone who has done what the question asks. When they find someone, they are to write that person's name beside the question.

CUES: Today you are going to be a detective. When you have completed your "Detective Work", please go back to your seat and sit quietly.

PROCESS: Ask questions such as:

What did you learn about your classmates?
Did you find out anything about a friend?

BE A DETECTIVE

1. Has been out of West Virginia?

2. Has never to Myrtle Beach?

3. Has three or more pets?

4. Has seen more than once?

5. Has three or more brothers and sisters?

6. Has ridden a horse?

7. Was born out of West Virginia?

TITLE OF ACTIVITY: Guess Who

TIME NEEDED: One A-A Period (30 Minutes)

MATERIALS NEEDED: Index cards or sheets of paper and a pencil for each student.

GROUP SIZE: One A-A

PURPOSE: To allow students to get acquainted or get-to-know each other better by focusing on each person for a moment.

GOAL CLASSIFICATION: Getting acquainted (1) students

ACTIVITY: Have each student write some biographical type information that describes them but does not make it too obvious who they are. Include such things as hobbies and talents, major trips, unusual things about their families, etc.

When each person is finished, collect the cards and read them while the class attempts to guess who is being described. (Include a card of your own.)

CUES: Teacher might say

PROCESS: Discuss what it feels like to be described before the group and having people trying to "discover" who you are.

TITLE OF ACTIVITY: What Makes Me Special

TIME NEEDED: One A-A Period or perhaps more to permit

MATERIALS NEEDED: Typing paper and pen or pencil.

GROUP SIZE: One A-A

PURPOSE: To permit students an opportunity to improve their self-concept.

GOAL CLASSIFICATION: I. Getting Acquainted 3. Peers

ACTIVITY: Each student receives a sheet of paper. Tell each student to write or draw a picture of something that they feel is special about themselves. Then have them share the drawings with the rest of the group.

CUES: Each of us has unique qualities that makes us special and today we will share some of those qualities with each other.

PROCESS: Did you find anyone else with similar qualities? Are there any positive things you would like to suggest to anyone in the group that you feel they have?

TITLE OF ACTIVITY: Personal Riddles

TIME NEEDED: 30 Minutes

MATERIALS NEEDED: Pen/Pencil and Paper

GROUP SIZE: One A-A

PURPOSE: To allow student to learn more about each other.

GOAL CLASSIFICATION: Getting acquainted students

ACTIVITY: Have students to write a riddle about themselves.

Example: "I am a boy.
I have brown hair.
I like to draw and make models.
My favorite food is pizza.
Who am I?"

Read each riddle out loud and have students guess who the riddle is about.

CUES: Today we are going to write riddles about ourselves. Think of some things to describe yourself that you can put in a riddle.

PROCESS: If a student can't think of anything to write, have others help him/her think of positive things about his/her self. Ask students if they learned anything new about their classmates.

TITLE OF ACTIVITY: One Special Thing

TIME NEEDED: A-A Period (May take two)

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To allow students to become acquainted with others in their group and to learn to disclose things about themselves to others and to develop listening skills.

GOAL CLASSIFICATION: Getting acquainted (6th)
1. Students

ACTIVITY: Divide the class into pairs. Have the students carry on a normal conversation for five (5) minutes, with each one telling the other as much as possible about his/her self. Have the students to tell those things about themselves that they think are important to share.

After five minutes, have the class come back together as a group and ask each student to introduce his/her partner by telling his/her name and the one special think that impressed him/her the most about that person.

CUES: Teacher might say: "Today we are going to get to know each other better by talking with another person and introducing that person to the class."

PROCESS: You can end the discussion by having the group talk about what it was like to talk to the other person and what it was like to be talked about in the group.

TITLE OF ACTIVITY:	Tour Of Building
TIME NEEDED:	One - 30 Minute Session
MATERIALS NEEDED:	Drawing of floor plan.
GROUP SIZE:	Any number.
PURPOSE:	To acquaint students with locations of the areas of the building and any changes made recently.
GOAL CLASSIFICATION:	Orientation A. Building
ACTIVITY:	Students will have with them the floor plan drawing. Using this, the teacher will take students on tour of the building and point out the major areas.
CUES:	Answer student questions.
PROCESS:	Once students return to the classroom, divide them into groups of three or four. Have each group locate a particular area of the building. The group will have a paper signed by someone there signifying that the students correctly located the area.

TITLE OF ACTIVITY: Orientation To Staff (I)

TIME NEEDED: One - 30 Minute Session

MATERIALS NEEDED: Dittoed sheets listing all school personnel including secretary, cooks, custodians, principal, vice-principal, counselor and teachers.

GROUP SIZE: Any number.

PURPOSE: To acquaint students with personnel who work within the building.

GOAL CLASSIFICATION: Orientation
B. Staff

ACTIVITY: Have identified personnel available to come into the Advisor-Advisee group and talk about their role in the school. The Advisor-Advisee teacher can discuss the areas each teacher works within when the visits are not feasible. The teacher should also stress the location of rooms for the sixth grade teams.

PROCESS: Have students list the teachers they have and the subject taught by each.

TITLE OF ACTIVITY:	Orientation To Staff (II)
TIME NEEDED:	One - 30 Minute Session
MATERIALS NEEDED:	Yearbooks from previous years to share with group.
GROUP SIZE:	Any number.
PURPOSE:	To acquaint students with the faculty and allow them to learn to put the names and faces of faculty members together.
GOAL CLASSIFICATION:	Orientation B. Staff
ACTIVITY:	Distribute yearbooks - orally give out a name of a faculty member and student finds the picture in the yearbook. This activity can be done in teams.
PROCESS:	Have students write a description of a teacher not pictured in the yearbook to determine whether they can identify their teachers. If possible, have each member of faculty and staff to write on an index card a brief description of self and interests and have students guess who each is as teacher reads it to the class.

TITLE OF ACTIVITY: Getting It Together

TIME NEEDED: One A-A

MATERIALS NEEDED: Worksheet "What Did You Learn?"

GROUP SIZE: One A-A

PURPOSE: To allow students to think about what they have learned about other students, themselves, teachers and the building.

GOAL CLASSIFICATION: Getting acquainted.

ACTIVITY: Have students complete the worksheet and then discuss their answers.

CUES: Today we are going to think about what we have found out about ourselves and others over the past meetings. I would like you to complete the worksheet. Then we will discuss what you have found.

PROCESS: Discussion might continue to include such things as new friends, mood, people with similar hobbies, likes and dislikes, etc.

WHAT DID YOU LEARN?

1. What did you learn about a student in class that you did not know before?

2. What did you learn about a teacher that surprised you?

3. What did you learn about the school that you didn't know?

4. What one thing about another student did you learn that surprised you the most?

5. What did you find about yourself that you had not thought about before?

6. Which activity did you enjoy the most of those we have done?

TITLE OF ACTIVITY: My Problem Is.....

TIME NEEDED: Any number of periods - may be an ongoing activity

MATERIALS NEEDED: Box - shoebox with slit in lid is appropriate.

GROUP SIZE: Any number.

PURPOSE: To allow students to express problems they are concerned with and to explore possible solutions for various issues

GOAL CLASSIFICATION: Looking at Ourselves
A. Acceptance of Self

ACTIVITY: Keep a "Dear Abby" box -- allow students to put in problems anytime they have one. Spend one day each week going over the problems with students and offer possible solutions.

CUES: Sometimes we have problems that need help in being solved. Anytime a problem occurs that you would care to share, jot it down and place it in the box. Once a week we'll go over the problems and see if we can come up with some solutions. Maybe the problem is with one of your friends. You may also include it.

PROCESS: Read about the problem. Have students offer suggestions for solutions.

TITLE OF ACTIVITY: About Me

TIME NEEDED: One A-A

MATERIALS NEEDED: Worksheet "Time Capsule: About Me"
Measuring Devices

GROUP SIZE: One A-A

PURPOSE: To give students a chance to compare their physical record now with their record near the end of the year.

GOAL CLASSIFICATION: Knowing yourself
Physical

ACTIVITY: Have each student complete the Time Capsule Sheet about themselves (first part only). Save these sheets and compare the facts with those same facts at the end of the year.

CUES: Today you are going to describe yourself physically. Then near the end of the year you will get this sheet back and complete the second part to see how you have changed.

PROCESS: Remember to complete the sheet near the end of the year!

TIME CAPSULE: ABOUT ME

A "Time Capsule" is a container that holds historical records. This survey is a time capsule about you, and you're the only one who will see it. Fill in the first blanks of each item. You will fill in the second blank sometime later in the year. In between time, your survey will be sealed and stored away. You may be as honest as you wish, since only you will see this survey.

1. My height: _____cm. _____ft. _____in. _____cm. _____ft. _____in.
2. My weight: _____lbs. (_____kg.) _____lb. (_____kg.)
3. My best friend: ____________________ ____________________
4. The thing worry about most:

   ____________________ ____________________
5. My favorite food: ____________________ ____________________
6. My favorite song: ____________________ ____________________
7. The person I admire most:

   ____________________ ____________________
8. My favorite color: ____________________ ____________________
9. My favorite TV program:

   ____________________ ____________________
10. When I am grown I want to be:

    ____________________ ____________________
11. The latest thing I have learned to do in math:

    ____________________ ____________________
12. My newest friend: ____________________ ____________________
13. The thing I want most:

    ____________________ ____________________
14. My favorite game: ____________________ ____________________
15. The last time i was really scared:

    ____________________ ____________________

TITLE OF ACTIVITY: What I Am Not

TIME NEEDED: One A-A Period

MATERIALS NEEDED: One ditto sheet per student

GROUP SIZE:

PURPOSE: To give students an opportunity to describe themselves by writing what they are not.

GOAL CLASSIFICATION: Grade 6 II Knowing Yourself
I. Physical

ACTIVITY: Give each student the attached ditto - have them complete it by describing themselves by what they are not. After completing, students exchange descriptions and see if they can figure out who is not described.

CUES: We know that there are many qualities we all have. Today we are going to reverse the procedure and describe ourselves by what we are not.

PROCESS: When students exchange descriptions, see if they can figure out who is not described or if it could be more than one person.

WHAT I'M NOT

Describe yourself by writing what you are NOT. For example, if you have blond hair you might write: "I do not have brown, black or red hair." Exhcange your "I Am Not..." descriptions with your friends. See if you can figure out who is not described.

PHYSICAL DESCRIPTION

(Eyes, hair, height, weight)

I am NOT ______________________________

____

SKILL DESCRIPTION

(School subjects such as math, reading, history, hobbies, sports)

I can NOT ______________________________

____

INTEREST DESCRIPTION

(Books, favorite subject)

I do NOT like to ______________________________

____

FUTURE DESCRIPTION

(Careers, leisure time, family, community, etc.)

I do NOT want to be ______________________________

____

____

Describe yourself by writing what you ARE. Include your physical description, skills description, interest description and future description.

TITLE OF ACTIVITY: Differences Between Boys and Girls (I)

TIME NEEDED: One Session

MATERIALS NEEDED: Two large sheets of paper and magic markers

GROUP SIZE: One A-A Group

PURPOSE: To increase group awareness of the differences between boys and girls. Activity will focus on personality differences, such as main interest areas and personal preferences.

GOAL CLASSIFICATION: Looking At Ourselves
A. Acceptance of Self

ACTIVITY: Begin by dividing the group into pairs--two boys or two girls working together. If the number is uneven, put three in a group where needed. Each group will make a list of all things that are different about boys and girls. Tell them you want a list of all things they can think of that girls like to do or what things boys like to do--habits, personality traits, ways of acting, etc. After 15 minutes, bring them together. On the large sheets of paper, write down the group consensus items, eliminating those which are the same for both boys and girls.

CUES:

PROCESS:

1. Discuss those items that appear with the greatest frequency on each list.
2. Offer a definition for "characteristics" as a result of the activity.
3. Keep these sheets for use with the following A-A activity.

TITLE OF ACTIVITY: Differences Between Boys and Girls (II)

TIME NEEDED: One session - (Can be expanded into 2 or 3 sessions)

MATERIALS NEEDED: Sheets completed from previous session.

GROUP SIZE: Any number

PURPOSE: To increase group awareness of the differences between boys and girls. (See preceding activity)

GOAL CLASSIFICATION: Knowing Yourself
II. Social

ACTIVITY: Go over lists prepared previously. Have students present problems they feel occur when boys and girls fail to get along. Problems may be specific or general.

CUES: "Today I want you to be thinking about the main problems that boys have in getting along with girls and the main problems girls have in getting along with boys. You can tell us about problems you are having or problems in general that you think kids your age have in getting along with boys or girls."

PROCESS: Go over individual problems. See if others have the same problem. Have them analyze why they think that happens. Continue in this manner until there is a feeling of consensus on the identification of those characteristics which seem specific to boys and girls.

TITLE OF ACTIVITY: Getting It Together - Physical

TIME NEEDED: One A-A

MATERIALS NEEDED: Worksheet

GROUP SIZE: One A-A

PURPOSE: To allow students to pull together what they have learned about themselves Physically.

GOAL CLASSIFICATION: B. Knowing Yourself
I. Physically

ACTIVITY: Complete the worksheet and discuss what students wish to discuss about their answers.

CUES: Today we are going to think about what we have learned about ourselves physically and what we think might happen to us over the year.

PROCESS: Discuss answers and bring a conclusion to the physical section of knowing yourself.

GETTING IT TOGETHER
PHYSICALLY

1. What did you learn about yourself physically?

2. What would you like to change about yourself?

3. Name some differences between boys and girls.

4. Why do you think boys and girls your age may have problems getting along at times?

TITLE OF ACTIVITY: People Scramble

TIME NEEDED: One A-A Period

MATERIALS NEEDED: None

GROUP SIZE: Divide class into groups of 5 or 6 per group.

PURPOSE: To provide students an opportunity to work and communicate together as a group in an unusual situation.

GOAL CLASSIFICATION: Grade 6
II. Knowing Yourself
  2. Social

ACTIVITY: Divide group into smaller groups with 5 or 6 members. Tell each group to select a leader. Each group is to grab hands in such a way as to scramble groups hands up. Leader is to give directions to unscramble hands into a hand circle.

CUES: We must learn to work together in a group. Today we are going to do a fun activity to see how together we can solve an unusual problem.

PROCESS: Ask the groups if they thought they worked well together and if so, why. Did they listen to their leader? Did it help to have one person as a leader? Stress that listening to instructions is essential to getting things accomplished.

TITLE OF ACTIVITY: Understanding Myself

TIME NEEDED: One Session

MATERIALS NEEDED: A list of "would you" questions for group leader. Students need paper and pencil.

GROUP SIZE: Any number.

PURPOSE: To allow students to examine the limits they put on doing things for others.

GOAL CLASSIFICATION: Understanding Myself
A. Awareness
    3. Self-Disclosure

ACTIVITY: Read a list of "would you" statements and have students answer yes or no to each on their sheet of paper.

WOULD YOU....
1. Give a friend your lunch money even if it meant you would go without lunch?
2. Let a friend copy your paper and get credit for your idea?
3. Take the blame for a friend who had taken someone's money?
4. Remain friends with someone who had stolen your girl friend or boy friend?
5. Loan a friend your bike, even if you know no one else was supposed to ride it?
6. Loan your allowance to a friend, even if he or she would not tell you what it was needed for?
7. Let a friend drink from your soda can, even if he or she had just gotten over the flu?
8. Stop bing friends with someone who turned you in for talking in class?
9. Stop bing friends with someone who borrowed a book from you, lost it, and showed no concern?
10. Continue to buy presents for a friend who never bought presents for you even though he or she could afford it?
11. Tell a friend if you did not like a present from him or her?
12. Tell a very sensitive friend that he or she had bad breath?
13. ---You may add questions; however, have them ready before starting the group---

CUES: Most people would do more for a friend than they would for a stranger. However, we also have limits as to how much we will do for anyone. This activity will give us an opportunity to look at how much we would do for others.

PROCESS: **Discussion Questions**

1. If I had a large number of No answers, do I think I put too many restrictions on my friendships?
2. If I had a large number of yes answers, do I think I am too much of a pushover with my friends?
3. Am I happy with the limits I put on my friendships?
4. What changes maight I make to ensure more successful relationships?
5. Would I tell anyone what I discovered about my friendship limits? Why might it be helpful to let that perosn know what I learned?

TITLE OF ACTIVITY: Pen Pal

TIME NEEDED: One Session

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: One A-A Group

PURPOSE: To have students become more comfortable with describing themselves.

GOAL CLASSIFICATION: Looking at Ourselves
B. Personal Strengths and Weaknesses

ACTIVITY: Ask students to write a letter describing themselves to an imaginary pen pal. Encourage them to go beyond mere physical descriptions, adding things like hobbies, family composition, favorite subjects, etc.

CUES: Give students directions, stress that the letter does not have to be written correctly.
You have about 15 minutes to write a letter describing yourself to a pen pal. In the letter, describe your physical appearance (example: height, color of hair, eyes, weight, etc.) Also, tell a little about your hobbies, family size, favorite subject and anything else that you feel would be important for someone to know you better.

PROCESS: Read selected portions of one of the letters to the class. If appropriate, delete the name of the writer and allow the students to determine who is being described.

TITLE OF ACTIVITY: Why My Best Friend Likes Me

TIME NEEDED: One Session

MATERIALS NEEDED: Paper and Pencil

GROUP SIZE: One A-A Group

PURPOSE: To have students look at themselves as another sees them.

GOAL CLASSIFICATION: Knowing Yourself

ACTIVITY: Students are asked to write a short paragraph, "Why My Best Friend Likes Me." They may write about skills or personal characteristics that their friend sees in them. Allow about 15 minutes for the completion of this paragraph.

CUES:

(1) Write a short paragraph on "Why My Best Friend Likes Me."

(2) You may write about your personal characteristics or skills you may have--anything that would help us understand why your friend likes you.

(3) When you have finished, we will share them with the group.

PROCESS: Allow several students to read the expressive paragraph "Why My Best Friend Likes Me." Elicit discussion on which of the characteristics described seem to be the most important for maintaining the friendship.

TITLE OF ACTIVITY: My Strengths and Weaknesses

TIME NEEDED: One A-A

MATERIALS NEEDED: Perception Graph

GROUP SIZE: One A-A

PURPOSE: To allow students to examine their strengths and weaknesses in an organized manner.

GOAL CLASSIFICATION: II. Knowing Yourself
    2. Social

ACTIVITY: Have each student complete the "Perception Graph" and list their strong points. Then list their weaknesses and some things they could do to strengthen the weaknesses.

CUES: All of us have seen graphs in newspapers, books and magazines. Today we are going to make a graph of ourselves A graph is only as good as the accuracy of the information. Therefore, you must be as accurate as possible when recording your data.

PROCESS: Are there any weaknesses you found in yourself that you would like to improve? How could you go about improving your weaknesses? Which strength are you most pleased with? How was this strength developed?

PERCEPTO GRAPH

Rate yourself on the PRECEPTO GRAPH. (Try to be honest!)

	Never	Some-times	Most of the time	Always
I finish what I start.				
I am interested in people.				
I am willing to help when I can.				
I try to do what I say I will do.				
I am a loyal friend.				
I feel good about my school work.				
I always want to do a little bit better.				
I try to look my best.				
I am a dependable person.				
I make good decisions.				
I am not easily discouraged.				
I am a good family member.				
I can organize my time.				
I share in completing daily chores.				
I share with others.				
I am easy to get along with.				
Friends like to be with me.				
I am a good sport.				
I talk to others easily.				
I listen to others.				
I follow directions.				
I am able to take criticism.				

Check your PERCEPTO GRAPH rating and write a paragraph describing your strong and weak points.

TITLE OF ACTIVITY: I Am What I Am

TIME NEEDED: One Session

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: One A-A Group

PURPOSE: To help students understand now members of the opposite sex see them and their behavior.

GOAL CLASSIFICATION: Knowing Yourself

ACTIVITY: Separate boys and girls. Give them 5 to 10 minutes working in groups to write down a description of the opposite sex in their age level. When time is up, call the groups together. Allow each group 5 minutes to present their ideas followed by 5 minutes of rebutal by the "other side".

CUES: Things you need to include in your description:

1. A description of how the other group behaves in general. Write down the things you think are important.
2. What do you think of that behavior?
3. How would you like them to act?

PROCESS: One thing I learned about boys' (or girls) behavior is..

TITLE OF ACTIVITY: Mistakes In Relating

TIME NEEDED: One Session

MATERIALS NEEDED: Chalkboard

GROUP SIZE: One A-A Group

PURPOSE: To have students become aware of mistakes that they may make in social situations.

GOAL CLASSIFICATION: Looking at Ourselves
A. Acceptance of Self
   3. Knowledge of Social Changes

ACTIVITY: Write the mistakes on the chalkboard. In the circle, students will discuss these mistakes.

CUES: Using the list of mistakes persons make in relating to others, discuss in the group which mistakes you tend to make most often and what you can do to change. We will discuss the mistakes one at a time.

1. Making a quick decision about another without enough information.
2. Letting the first impression affect a relationship.
3. Expecting others to be the way he/she thinks they should be.
4. Looking for weaknesses instead of strengths in the other.
5. Failing to understand how another person views himself and how that affects his behavior.

PROCESS: The best way for me to not (fill in mistake) is...

TITLE OF ACTIVITY: Insider/Outsider

TIME NEEDED: One Session

MATERIALS NEEDED: None

GROUP SIZE: One or more A-A group(s)

GOAL CLASSIFICATION: Understanding Others
E. Acceptance of Others

ACTIVITY: Instruct students to form a circle and to hold hands. Have each student go on the outside and try to get inside. Discuss how different people use different ways of getting inside. Discuss how the group members felt in trying to keep the person out.

PROCESS: Have students brainstorm all the things they can think of that they would not want to be excluded from. Ask students to prioritize the list in order of most important to least important. Give volunteers the opportunity to share differences or similarities in priorities.

TITLE OF ACTIVITY: Acceptance and Rejection

TIME NEEDED: One Session

MATERIALS NEEDED: 5 note cards with the same instructions contained on the Activity Sheet; Feedback Sheet for processing activity.

PURPOSE: To help students become aware of the effects of acceptance and rejection.

GOAL CLASSIFICATION: Understanding Others
E. Acceptance of Others

ACTIVITY: Divide students into five groups. Instruct them to decide upon a secret password and a secret handshake. When this is completed, give each group a note card with further instructions. Ask each group to discuss the instructions among themselves and carry out the instructions without revealing what is on the card. Discuss the feelings of being accepted or rejected by others.

PROCESS: Have students complete the Student Feedback Activity Sheet and discuss answers in the groups of five.

ACCEPTANCE AND REJECTION
ACTIVITY SHEET

Divide the students into five groups. Instruct each group to decide upon a secret password and a secret handshake. When this task is completed, give each group a note card containing further instructions. Allow two or three minutes for each group to discuss the instructions in a quiet huddle so that the other groups cannot hear. Ask them to carry out the instructions without divulging what is on the card.

Card 1: Due to lack of space, we can only have four groups. The members of your group must split up and join other groups. You must learn the handshake and password to get in.

Card 2: Do not let anyone join your group. Do not tell anyone your handshake and password, no matter what!

Card 3: Allow anyone to join your group who wants to. However, don't let them in right away.

Card 4: Vote on everyone who wants to join your group. If your last name starts with A-M, you always vote yes. If your last name starts with N-Z, you always vote no.

Card 5: Warmly welcome anyone who wants to be in your group. Make them feel really accepted and appreciated. Share your handshake and password with them. Let them know you are glad they chose your group.

CAUTION: See that isolated or withdrawn students are not in group 1.

ACCEPTANCE AND REJECTION
ACTIVITY SHEET
STUDENT FEEDBACK

1. This exercise helped me think about ______________________________

2. When left out of a group, I feel ______________________________

3. One way I can deal with being left out is ______________________________

4. Accepting others is ______________________________

TITLE OF ACTIVITY: People Power

TIME NEEDED: One A-A

MATERIALS NEEDED: People Power Worksheet

GROUP SIZE: One A-A

PURPOSE: To give students an opportunity to examine the influence different people have on their lives.

GOAL CLASSIFICATION: II. Knowing Yourself
B. Social

ACTIVITY: Have students make a list of the people they know; family, friends, etc., who have an influence on them. Then estimate the amount of time per week spent with each person and rate the contribution each has on his/her life.

CUES: Who are the important people in your life? Do they play an important role in your life? Let's take some time to actually list who these important people are and how they influence our life.

PROCESS: Were you surprised to look at the results of the sheet you completed? Did you find some people in your life who influence you more than others? Did you find that your parents play a major or a minor role in influencing you?

EXERCISE 7

TAKING CHARGE OF YOUR LIFE

PEOPLE POWER

People in my life	Average amount of time per week	Contributes very little		RATING		Contributes a great deal
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

TITLE OF ACTIVITY: Getting It Together Socially

TIME NEEDED: One A-A

MATERIALS NEEDED: Worksheet, "What Did You Learn?"

GROUP SIZE: One A-A

PURPOSE: To allow students to think about what they have learned about themselves and others in social situations.

GOAL CLASSIFICATIONS: II. Social

ACTIVITY: Have students complete the worksheet and then discuss their answers.

CUES: Today we are going to think about what we have learned about ourselves and others regarding social behavior. Please complete the worksheet and we'll discuss your answers.

PROCESS: Discussion may include personal strengths and weaknesses learned during these activities, discribing what was learned about the behavior of the opposite sex, acceptance of others, and others who influence our lives.

Getting It Together Socially

1. What did you learn about yourself that you had not thought about before?

2. What did you learn about the behavior of the opposite sex?

3. Describe feelings of being accepted and rejected in a group based on activities done in A-A.

4. Tell how others influence our lives and tell about the person(s) who have the most influence upon your life.

5. Which activity did you enjoy the most of these we have done concerning social skills? Tell why.

TITLE OF ACTIVITY: What About It?

TIME NEEDED: One of two sessions

MATERIALS NEEDED: List of statements on the following page

GROUP SIZE: One A-A Group

PURPOSE: To bring students in touch with situations that are "loaded with feeling".

GOAL CLASSIFICATION: Looking at Ourselves
A. Acceptance of Self
   2. Knowledge of Emotional Changes

ACTIVITY: Students will use list of statements as a true and false test or for verbal discussion.

CUES: Under what condition would the statement be "true" or "false"?

PROCESS: The discussion of statements will generate strong expressions. These expressions may lead to the writing of paragraphs or short stories, creative drama, or mini-speeches.

Follow-up Activity: Tips for "What About It" Activity Sheet on the next page:
Some of the following statements may generate strong concepts pertaining to the ideas they may generate. It is recommended that this activity be expanded to include those items that elicit the stronger responses from the students. Moreover, this activity can also be encouraged as an assistant with the cooperation of the reading and language teacher.

WHAT ABOUT IT?
ACTIVITY SHEET

Instructions: As you see it, mark the following statements True or False.

__________ 1. Losing hurts.

__________ 2. To be courteous to others is a sign of weakness.

__________ 3. Teasing makes people unhappy.

__________ 4. Being successful is a good feeling.

__________ 5. To be excited is to be happy.

__________ 6. Kids can expect to have hurt feelings.

__________ 7. Angry people make others angry.

__________ 8. It is easy to tell if people like you.

__________ 9. You either feel accepted or rejected, not both.

__________ 10. Only weak people express love for others.

TITLE OF ACTIVITY: Looking At My Personal Behavior

TIME NEEDED: One Session

MATERIALS NEEDED: My Personal Behavior Activity Sheet

GROUP SIZE: Any number

PURPOSE: To allow the student to take an objective look at his behavior and to decide his ability to get along with people.

GOAL CLASSIFICATION: Understanding Myself
B. Development of Desirable Personality Traits
  2. Self-Control

ACTIVITY: Discuss behavior (appropriate and inappropriate) and why we often behave as we do.

CUES: Sometimes our behavior gets us into trouble. Let's look at some ways we react to situations and see if we can come up with more appropriate behaviors. Complete the following checklist. Then we will discuss your results.

PROCESS: Let's look over your behavior checklist. Discuss each yes answer and have other students offer suggestions as to how these situations can be improved.

MY PERSONAL BEHAVIOR (I)
ACTIVITY SHEET

INSTRUCTIONS:

Check yourself on the list below. Put a check in the box opposite each statement to which you can honestly answer "yes".

1. I often get angry and blow up at someone. _____
2. I frequently get up on the wrong side of the bed and am grouchy all day. _____
3. When mom asks me to do something, I often conveniently neglect to do it. _____
4. I get sore at dad because I resent being scolded for staying out too late. _____
5. I enjoy getting out of work by letting my younger brother or sister do it for me. _____
6. It infuriates me to be bossed or told what I should do. _____
7. I often repeat rumors about people. _____
8. When I feel angry or upset, I sometimes take it out on others. _____
9. I often tease. _____
10. Occasionally I do or say something of which I don't really approve in order to go along with the gang. _____
11. I am quite often moody or depressed. _____
12. My family frequently complains that I'm thoughtless and inconsiderate. _____
13. Sometimes I'm rude. _____
14. I get out of helping around the house all I can. _____
15. I'm apt to leave my clothes lying around my room untidy. _____

How did you come out? If you had to check no more than five or six on the list, you are doing very well.

TITLE OF ACTIVITY: Another Look At My Personal Behavior

TIME NEEDED: One Session

MATERIALS NEEDED: Open ended sentence Activity Sheet - My Personal Behavior (II)

GROUP SIZE: Any number

PURPOSE: To become aware of some motives for our behavior.

GOAL CLASSIFICATION: Understanding Myself
- B. Development of Desirable Personality Traits
  - 2. Self-Control

ACTIVITY: Complete Activity Sheet with open-ended sentences

CUES: Much of human behavior reflects our inner feelings. Let's take a look at how we react under various emotional conditions.

PROCESS: After completing the sheet, this exercise can be processed by randomly selecting sentences and have volunteers share their responses. The students can also share in pairs.

MY PERSONAL BEHAVIOR (II)
ACTIVITY SHEET

1. Some things that make me angry are . . .
2. A person can make me angry when she/he . . .
3. The first thing I do when I am angry is . . .
4. When I am angry, sometimes it helps to . . .
5. Something that frustrates me often is . . .
6. I am sick and tired of . . .
7. The thing about school that bothers me the most is . . .
8. I don't think it is fair that I am expected to . . .
9. If I could change anything I wanted to, I would . . .
10. I wish people would stop telling me . . .
11. As soon as I get old enough, I am going to . . .
12. I don't know why I am not allowed to . . .
13. I'm tired of spending so much time . . .
14. The thing that bores me the most is . . .
15. I think I might really lose my temper the next time . . .
16. I really get nervous when . . .
17. I get depressed when . . .
18. I wish I had more control over my own life in the area of . . .
19. I feel jealous when . . .
20. I hope it doesn't happen, but i am afraid that . . .

TITLE OF ACTIVITY: Displaying Emotions

TIME NEEDED: One A-A

MATERIALS NEEDED: Emotions Worksheet

GROUP SIZE: Unlimited

PURPOSE: To identify two behaviors (verbal and non-verbal) to demonstrate each of the following emotions: Happy, angry, sorry, fear, excitement and loneliness.

GOAL CLASSIFICATION: Knowing Yourself - Emotional

ACTIVITY:

1. Teacher distributes worksheet and instructs students to fill it in with two verbal and two non-verbal behaviors that demonstrate the emotions listed.
2. Teacher lists emotions on chalkboard.
3. When worksheet is completed, teacher records each child's responses on chalkboard.
4. Teacher leads discussion on the similarities and differences of the groups responses, emphasizing the variety of ways an emotion can be expressed.

CUES: Today we are going to look at ways we convey emotions to others. Sometimes we do this verbally and other times, non-verbally.

PROCESS: Students may want to come up with other emotions and describe behavior for them. Did they observe behaviors mentioned by others that they had not considered?

TITLE: Displaying Emotions

TIME NEEDED: One A-A

MATERIALS NEEDED: Emotions worksheet

GROUP SIZE: Unlimited

PURPOSE: For the individual to identify (two) behaviors, both verbal and non-verbal, that demonstrates each of the following emotions: Happiness, anger, sorrow, fear, loneliness, excitement. 1.1 (L)

PHYSICAL SETTING: Sufficient desks or tables for the participant to write at. Sufficient area for large group discussion.

IMPLEMENTATION STEPS:

1. Facilitator distributes worksheet to participants and instructs them to fill in the blanks with two verbal and two non-verbal behaviors that demonstrate the emotions listed.
2. While participant completes worksheet, the facilitator lists the emotions on the chalkboard.
3. When the participant completes the worksheet, the facilitator asks each of them, in turn, to give the responses they have recorded and records them on the chalkboard.
4. Facilitator leads a brief discussion on the similarities and differences in the groups responses, and emphasizes the variety of ways a particular emotion can be expressed.

NOTE: A further list of emotions can be developed by the group or facilitator and completed at another session.

SELF AWARENESS NAME: ______________________

EMOTIONS WORKSHEET

EMOTION	VERBAL BEHAVIORS	NON-VERBAL BEHAVIORS
Happiness	1. ______________	1. ______________
	2. ______________	2. ______________
Anger	1. ______________	1. ______________
	2. ______________	2. ______________
Sorrow	1. ______________	1. ______________
	2. ______________	2. ______________
Fear	1. ______________	1. ______________
	2. ______________	2. ______________
Loneliness	1. ______________	1. ______________
	2. ______________	2. ______________
Excitement	1. ______________	1. ______________
	2. ______________	2. ______________

Etc.

TITLE OF ACTIVITY: Words To Describe Feelings

TIME NEEDED: One Session

MATERIALS NEEDED: Loose leaf paper and pencil

GROUP SIZE: Any class size

PURPOSE: To allow individuals to identify situations and express their feelings through poetry.

GOAL CLASSIFICATION: Knowing Yourself
3. Emotional

ACTIVITY: Students will write pieces and fragments of a new and different kind of poetry.

CUES: Were your words or sentence fragments negative or positive?

PROCESS: Teacher will have student number paper from one to seven at the left hand margin, leaving a space between numbers. Explain that this activity makes provision for them to write poetry in pieces and fragments.
Instructions: From the examples given, the teacher will ask each student to tell about or describe something from the examples on the following page.

TASK:	EXAMPLE:
1. Use three words to describe your favorite animal.	1. Cute, soft, cuddly
2. Give four words that describe how you feel inside when you are happy and excited.	2. Eager, jumpy, twisty, bubbling
3. Describe three bright colors.	3. Scarlet, orange and green
4. Give four words that describe the taste or texture of your favorite food.	4. Spicy, warm, yummy, crunchy
5. List three words that describe your favorite place, the place where you like to spend time.	5. Quiet, bright, inspiring
6. Use three words to describe the music you like best.	6. Swingy, not too loud, jazzy
7. Identify a happy event, a pleasant scene, or a person you like a great deal.	7. Birthday party, waves hitting the beach, my Uncle Tom

After reading the poem to themselves, suggest that pupils compose a title which conveys a sense of feeling or emotion. Examples might be: Desirable Things, Good Feelings, or Happy Things.

Have pupils read their poems, giving expression to match the words and feeling represented.

It should be noted that all of the "cues" listed may be reversed to produce a negative or unhappy effect. Example: "food that you dislike, etc."

TITLE OF ACTIVITY: The "Me Checklist"

TIME NEEDED: One A-A Period

MATERIALS NEEDED: The checklist and pen or pencil

GROUP SIZE: Any number

PURPOSE: To give students an opportunity to look at themselves in a positive way.

GOAL CLASSIFICATION: Knowing Yourself
3. Emotional

ACTIVITY: Pass out the checklist and have each student complete by writing only positive statements in the blanks. Takes about 10 minutes to complete. Then ask them to share one statement they wrote about each one.

CUES: Each of us has positive qualities that perhaps we haven't thought much about. Today we will look at ourselves in a positive way.

PROCESS: After taking approximately 10 minutes to complete, ask each student to share one positive statement they wrote.

ME CHECKLIST

I am a person who: ______________________________

____

Something I wish others know about me is: ______________________________

____

____

It is hard for me to admit that: ______________________________

____

____

One of the nicest things I could say about myself right now is: ______________________________

____

____

One thing that makes me angry: ______________________________

____

____

I trust those who: ______________________________

____

TITLE OF ACTIVITY: Describing Self

TIME NEEDED: One A-A

MATERIALS NEEDED: Crossword puzzle

GROUP SIZE: One A-A

PURPOSE: To introduce or review concepts and terms relating to self.

GOAL CLASSIFICATION: II. Knowing Yourself
    2. Social

ACTIVITY: Complete crossword puzzle and discuss each word to be sure students know what is meant by each term.

CUES: Sometimes we use words like strength and weaknesses without really knowing what they mean. As we complete today's crossword, try to apply these terms to yourself.

PROCESS: Go over each term and ask students what they mean to them personally. Students can give examples of situations that cause certain feelings.

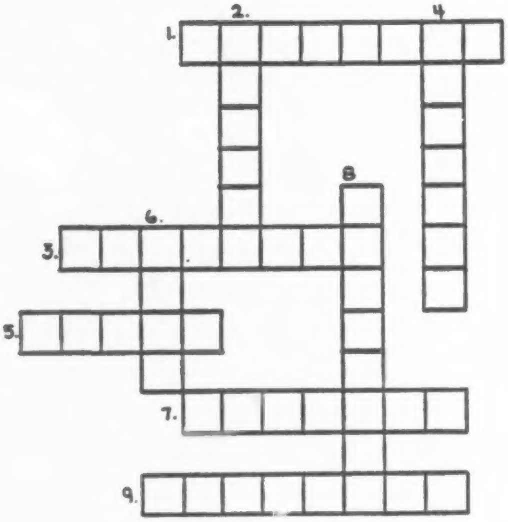
PUZZLING SELF

Use these words to fill in the blanks below. Write the words in the correct puzzle boxes.

weakness
skill
negative

positive
self
thought

talent
feeling
strength



Across

1. Something I am good at doing is a ____________________ .
3. When I feel good about something, my feeling is ________________ .
5. Something I have learned to do is a ________________________ .
7. My attitude toward a situation is a _________________ .
9. Something I have trouble doing is a _________________ .

Down

2. A natural ability is a ______ .
4. An idea I have about a topic is a __________________________ .
6. I am my ____________________ and I have a name.
8. When I feel bad about something, my feeling is ________ .

FRINGE BENEFITS

Give an example for each puzzle statement.

TITLE OF ACTIVITY: Life Line

TIME NEEDED: One Session

MATERIALS NEEDED: Accompanying Worksheet

GROUP SIZE: One A-A Group

PURPOSE: To help students understand themselves by looking at key events in their lives.

GOAL CLASSIFICATION: II. Knowing Yourself
    C. Emotional

ACTIVITY: Complete accompanying worksheet.

CUES:

1. To understand yourself. It is important to know about the key events in your life.
2. Complete the worksheet including "big things" (walking, talking, family moves, pets, serious illnesses, etc.).

PROCESS: Discuss key events in students lives and have A-A complete accompanying worksheet individually. Discuss after completion of worksheet.

LIFE LINE

In understanding yourself, it is important to know about the key events in your life up until this date.

Key events include brothers and sisters, order of your arrival in the family, "big" things (walking, talking, first words, etc.), family moves and the reasons for these moves, trips, pets, accidents, serious illnesses, deaths, divorce and separations, best friends, interests, and school.

Knowing the "main events" of your life will give you a better understanding of where you're from. This, in turn, gives you a clearer reflection of yourself.

Try making your life line:

Birth - 2	Age 2 - 5	Age 5 - 8	Age 8 - 10	Age 10 - 12

ACTIVITY

Complete the following sentences as rapidly as you can. Write the first thought or feeling that comes to your mind. Do not skip any.

1. I could be perfectly happy if ________________________________
2. I always wanted to ________________________________
3. If I were in charge, ________________________________
4. To me, the future looks ________________________________
5. The people I like best ________________________________
6. I am afraid of ________________________________
7. I feel that a real friend ________________________________
8. My idea of a perfect person is ________________________________
9. I believe I have the ability to ________________________________
10. I look forward to ________________________________
11. People don't know I feel ________________________________
12. I don't like people who ________________________________
13. My greatest weakness is ________________________________
14. Most families I know ________________________________
15. My dream is ________________________________
16. I wish I could lose the fear of ________________________________
17. The people I like best ________________________________
18. If I were young again, ________________________________
19. I like working with people who ________________________________
20. What I want most out of life ________________________________
21. My fears sometimes force me to ________________________________
22. When I'm not around, my friends ________________________________
23. I could be perfectly happy if ________________________________
24. It seems to me I am best in ________________________________
25. In school, my teachers ________________________________

TITLE OF ACTIVITY: Knowing Our Feelings

TIME NEEDED: One A-A Period

MATERIALS NEEDED: Ditto attached

GROUP SIZE: Any number

PURPOSE: To make students more aware of their own feelings and give them an opportunity to express them.

GOAL CLASSIFICATION: Grade 6
II. Knowing Yourself
  3. Emotional

ACTIVITY: Student completes survey on feelings. Teacher than can go back and have discussion on each one.

CUES: Many times we feel angry, upset or embarrassed without knowing why. Today we are going to try to explore our feelings and discuss what causes our reactions.

PROCESS: After students complete the feelings survey, the teacher can discuss each item and allow students to see that others share the same type of concern.

KNOWING OUR FEELINGS

Circle the answer that best describes your feelings for each of the following statements. After completing, the statements should state something that they learned about their feelings.

1. I often have many different feelings and thoughts. NEVER SOMETIMES ALWAYS
2. I get embarrassed easily. NEVER SOMETIMES ALWAYS
3. I care about the feelings of others. NEVER SOMETIMES ALWAYS
4. I like to try new things. NEVER SOMETIMES ALWAYS
5. When I try something new I usually succeed. NEVER SOMETIMES ALWAYS
6. I know when I make someone angry. NEVER SOMETIMES ALWAYS
7. I know when I make someone feel good. NEVER SOMETIMES ALWAYS
8. I like others even though they are different than I am. NEVER SOMETIMES ALWAYS
9. I am usually lonely. NEVER SOMETIMES ALWAYS
10. I show my feelings easily. NEVER SOMETIMES ALWAYS
11. I like for others to tell me I'm right. NEVER SOMETIMES ALWAYS
12. I want others to tell me when I'm wrong. NEVER SOMETIMES ALWAYS
13. I am hurt if I am ignored. NEVER SOMETIMES ALWAYS
14. I want others to respect me. NEVER SOMETIMES ALWAYS
15. I like for others to listen to me. NEVER SOMETIMES ALWAYS

TITLE OF ACTIVITY: Feelings Inventory

TIME NEEDED: Any A-A Period (More may be used to discuss)

MATERIALS NEEDED: Inventory Checklist and pen or pencil

GROUP SIZE: Any number

PURPOSE: To allow students to look at themselves and to see that their concerns are shared by their peers.

GOAL CLASSIFICATION: Knowing Yourself
3. Emotional

ACTIVITY: Student completes inventory. Teacher then has students vote thumbs up or down as each is read. Tally results on board. Go back and discuss after all are tabulated.

CUES: How do you see yourself? As you read each item or today's inventory, mark an "X" in the column that best describes you.

PROCESS: Were there others in the group who felt the way you did? Did you fall under the category "like me" or "unlike me" more often?

FEELINGS INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (X) in the column "LIKE ME."

If the statement does not describe how you usually feel, put a (X) in the column "UNLIKE ME."

There are no right or wrong answers. After answering the statements students should share their answers with the group.

	LIKE ME	UNLIKE ME
EXAMPLE: I'm a hard worker.	X	
1. I often wish I were someone else.		
2. I find it very hard to talk in front of the class.		
3. There are lots of things about myself I'd change if I could.		
4. I can make up my mind without too much trouble.		
5. People think it is fun to be with me.		
6. I get upset easily at home.		
7. It takes me a long time to get used to anything new.		
8. Kids my own age like me.		
9. My parents usually consider my feelings.		
10. I give in very easily.		
11. My parents expect too much of me.		
12. It's pretty tough to be me.		
13. I have lots of worries.		
14. Kids usually follow my ideas.		
15. I don't think I'm very good.		
16. There are many times I'm very unhappy at home.		
17. I often feel upset at school.		
18. I'm not as nice looking as most people.		

	LIKE ME	UNLIKE ME
19. If I have something to say, I usually say it.		
20. My parents understand me.		
21. People like others better than they like me.		
22. My parents usually try to make me do things.		
23. I often get discouraged at school.		

TITLE OF ACTIVITY: Identifying Moods and Emotions

TIME NEEDED: 25-30 Minutes

MATERIALS NEEDED: Pictures of people from magazines, etc.

GROUP SIZE: One A-A

PURPOSE: To help students recognize the feelings of others.
To help students recognize their own feelings.

GOAL CLASSIFICATION: Know Self-Emotional

ACTIVITY: Introduce pictures explaining that others form opinions of us by appearance, actions, etc. Look at the pictures and tell what you know about the person. Discuss the emotions displayed in the pictures.

CUES:

PROCESS: Extend the discussion by having the students tell what has happened to create those emotions or feelings. Also discuss non-verbal communications present in the pictures.

TITLE OF ACTIVITY: Personal Fear Inventory

TIME NEEDED: May need two sessions

MATERIALS NEEDED: Pencils and Personal Fear Inventory Activity Sheet (the following two pages)

GROUP SIZE: Any number

PURPOSE: To make students more aware of personal feelings of anxiety and fear in certain situations and to explore more effective alternative responses.

GOAL CLASSIFICATION: Understanding Myself
B. Development of Desirable Personality Traits
    1. Self-Confidence

ACTIVITY: Teacher leads discussion on the following statement: There are some situations in which I feel uneasy. After a discussion, complete the Activity Sheet.

CUES: We all have times when we feel uneasy. Some students make us feel uncomfortable. Have you ever experienced a time when you felt uneasy?

PROCESS: After students complete sheet--go over results and discuss these.

TITLE OF ACTIVITY: Building Our Self-Confidence

TIME NEEDED: May need several sessions to assure that all children can participate.

MATERIALS NEEDED: None

GROUP SIZE: Any number

PURPOSE: To develop self confidence in group interactions

GOAL CLASSIFICATION: Understanding Myself
B. Development of Desirable Personality Traits
  1. Self-Confidence

ACTIVITY: For part of each period play "Teach Me Something", where each child teaches the group something he/she can do. This can be anything from tying slip knots to braiding hair. Do not let it deteriorate to "Guess What My Uncle Does."

CUES: Each of us has skills others may not possess. We will spend ten minutes (can be anytime) each period to allow everyone a turn to teach us something he can do well.

PROCESS: After everyone has had a turn, point out all the things we learned and allow students to discuss what they have learned.

Personal Fear Inventory
Activity Sheet

Directions: This inventory contains reactions usually associated with fear. In the space preceding each item, place an X if you have experienced that reaction.

I. Physical Reactions I Experience When Faced with Situations That Really Matter.

A. 1. ______ Increased heartbeat
2. ______ Cold hands
3. ______ Cold feet

B. 1. ______ Increased rate of breathing
2. ______ Shortness of breath
3. ______ Difficulty in breathing

C. 1. ______ Tenseness
2. ______ Nervousness
3. ______ Trembling

D. 1. ______ Voice gets squeaky
2. ______ Voice gets hoarse
3. ______ Wrong words come out

E. 1. ______ Get warm all over
2. ______ Hands get hot
3. ______ Face gets hot

F. 1. ______ Mouth gets dry
2. ______ Mouth gets wet

G. 1. ______ Hair stands on end (goose flesh)
2. ______ Spine tingles

H. 1. ______ Increased perspiration
2. ______ Decreased perspiration

Personal Fear Inventory Activity Sheet (Page two)

I. 1. ______ Feeling of butterflies in tummy

2. ______ Cramps

3. ______ Sinking feeling in tummy

4. ______ Noises in tummy

II. Feelings and Thoughts I Experience When Faced with Situations That Really Matter

A. ______ Want to run away

B. ______ Feel like sleeping

C. ______ Daydream about taking trips

D. ______ Think: "Something's wrong with me."

E. ______ Think: "I'm inferior to others."

F. ______ Think: "I'm a coward."

G. ______ Think: "No one else is like this."

H. ______ Think: "Others are better."

I. ______ Think: "Others will think I'm dumb."

J. ______ Think: "Others will think I'm bragging."

K. ______ Think: "I won't have anything to say."

L. ______ Think: "What I want to say is not very interesting or important."

M. ______ Think: "I am dumb."

N. ______ Feel silly

O. ______ Feel clumsy

P. ______ Feel that I shouldn't be like this

TITLE OF ACTIVITY: Into The Future

TIME NEEDED: One A-A

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: One A-A

PURPOSE: To help students to focus on the elements which make-up who they are and how these might influence changes in them over a period of time.

GOAL CLASSIFICATION: Knowing Yourself Emotionally

ACTIVITY: Make a list of all the elements that make up who you are. (Place, age, family, friends, time in history, etc.) Project yourself forward into the time when you will be the age of your grandparents. How will these elements change? Which of your personal characteristics - your talents and interests - do you think will remain the same? Which of your friends would you still like to have when you are older? Why?

CUES: On your sheet of paper, make a list of as many words as you can think of to describe yourself. Include such things as talents, age, physical qualities, family, friends, etc.

PROCESS: Give each student the opportunity to discuss his list. Then have them project these qualities into the future. Will the elements stay the same or change? Which talents can be used later?

TITLE OF ACTIVITY: Getting To Know You

TIME NEEDED: As many as is needed to adequately discuss.

MATERIALS NEEDED: "Getting To Know You" Worksheet

GROUP SIZE: One A-A

PURPOSE: To give students an opportunity to think about themselves in a positive way.

GOAL CLASSIFICATION: Knowing Yourself
3. Emotional

ACTIVITY: Complete "Getting To Know You" worksheet. Discuss the questions. Discuss if or how the questions caused the students to think about things they had taken for granted or assumed without really thinking about before.

CUES: Today we are going to discuss some things about yourself that may make you think a little. It may even make you smile a little as you remember things from your past.

PROCESS: Take as much time as you feel is justified to discuss each question. You may find some inappropriate and choose to skip over these. This activity can be expanded to cover as many sessions as is needed.

GETTING TO KNOW YOU

1. How would your parents have described you as a child (age 6 to 12)?
2. What was your favorite toy as a child?
3. What is your favorite toy now?
4. What were you most proud of as a child?
5. What was your childhood nickname and how did you feel about it?
6. Do you like your first name now? If not, what would you like instead?
7. What is your favorite possession?
8. Can you name a favorite possession you no longer possess? Describe your feelings about no longer having it.
9. What is the funniest thing that ever happened to you?
10. What is the silliest thing you have ever done?
11. What is the stupidest thing you have ever done?
12. What is your all-time favorite movie? Why does it have special meaning for you?
13. What is your favorite book? What in it has personal meaning for you?
14. With what fictional hero or heroine do you most closely identify?
15. How good a friend are you? Give an example.
16. With what member of your family did you most identify? Why?
17. If you had to be someone else instead of yourself, whom would you choose? Why?
18. Who is your best friend of the same sex?
19. Who is your best friend of the opposite sex?
20. What do you look for most in a friend?
21. Name something you hate to do. What do you hate about it?
22. What in life is most important to you?

TITLE OF ACTIVITY: Autobiographical Questionnaire

TIME NEEDED: One A-A Period (May take several days to discuss)

MATERIALS NEEDED: Questionnaire and pencil

GROUP SIZE: One A-A Group

PURPOSE: To take a look at ourselves and our feelings.

GOAL CLASSIFICATION: Knowing Yourself
3. Emotional

ACTIVITY: Pass out the questionnaire and stress that you will fill them out together so no one should go ahead.

CUES: Today we are going to complete a questionnaire about ourselves. These will be collected when we have completed and then at the end of the year we will look at them again to see if we have changed.

PROCESS: Explain each question as the students complete these together. Students should stay with you as you explain what each one means. Collect the papers and file them for use again at the end of the year. At that time the questionnaire can again be completed, then compared to the first ones answer.

AUTOBIOGRAPHICAL QUESTIONNAIRE

NAME: AGE:

BIRTHDAY: PHONE NUMBER:

ADDRESS:

1. List ten words that best describe.
2. List five words that best describe each person in your family.
3. What do you see yourself doing ten years from now? Fifteen years?
4. How do you spend your time after school and on the weekends?
5. Of all the things you do in your spare time, what do you like the most? What do you like the least?
6. What are the qualities of adults your respect and admire the most?
7. Who is your best friend? What do you and your friends have in common?
8. What are your favorite T.V. shows? What is your favorite movie?
9. What are your favorite sports, hobbies or crafts?
10. What is it about you that makes your friends like you?
11. What are your major goals now?
12. What does friendship mean to you?
13. What do you think of yourself?

TITLE OF ACTIVITY: Getting It Together - Emotionally

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity Sheet - G.I.T. Em.

GROUP SIZE: One A-A

PURPOSE: To allow students to pull together what they have learned about emotions and about their emotional selves.

GOAL CLASSIFICATION: Knowing Yourself
Emotionally

ACTIVITY: Have students complete the activity sheet and discuss their answers.

CUES: Today we are going to think about what we have learned about ourselves emotionally.

PROCESS: Discuss and summarize the section on emotions.

GETTING IT TOGETHER
EMOTIONS

1. Name two things you learned about yourself from these activities.

2. Name two things you would like to change about yourself.

3. How might you go about changing these things?

4. Use four (4) sentences to describe yourself.

5. What three (3) things probably influenced your life the most?

6. Name two (2) things that you have a fear of and tell why you think you might fear them.

7. What can you see your self as in the future?

TITLE OF ACTIVITY: Values Voting

TIME NEEDED: One A-A (or More)

MATERIALS NEEDED: Chalkboard, chalk and list of value questions.

GROUP SIZE: One A-A Group

PURPOSE: To compare and contract values held by others.

GOAL CLASSIFICATION: Knowing Yourself - Social Values
II. 5

ACTIVITY: Teacher reads aloud each question. Students raise thumbs up to answer yes or thumbs down to answer no. Teacher tallies responses on the chalkboard. After all questions have been answered, the teacher leads a discussion.

CUES: Each of us has different values about everyday types of situations which occur. I am going to read you a list of questions which I would like to have you respond to with thumbs up for yes or thumbs down for now. (List of questions attached).

PROCESS: Teacher leads discussion about the reasons for voting for or against each question. Teacher should emphasize similarities and differences in each choice.

WHEN I WAS SIX	NOW	WHEN I AM SIXTEEN

TITLE OF ACTIVITY: Personal Coat of Arms

TIME NEEDED: One A/A period

MATERIALS NEEDED: Paper, pencils or colored pencils (Ditto of coat of arms.

GROUP SIZE: Any number

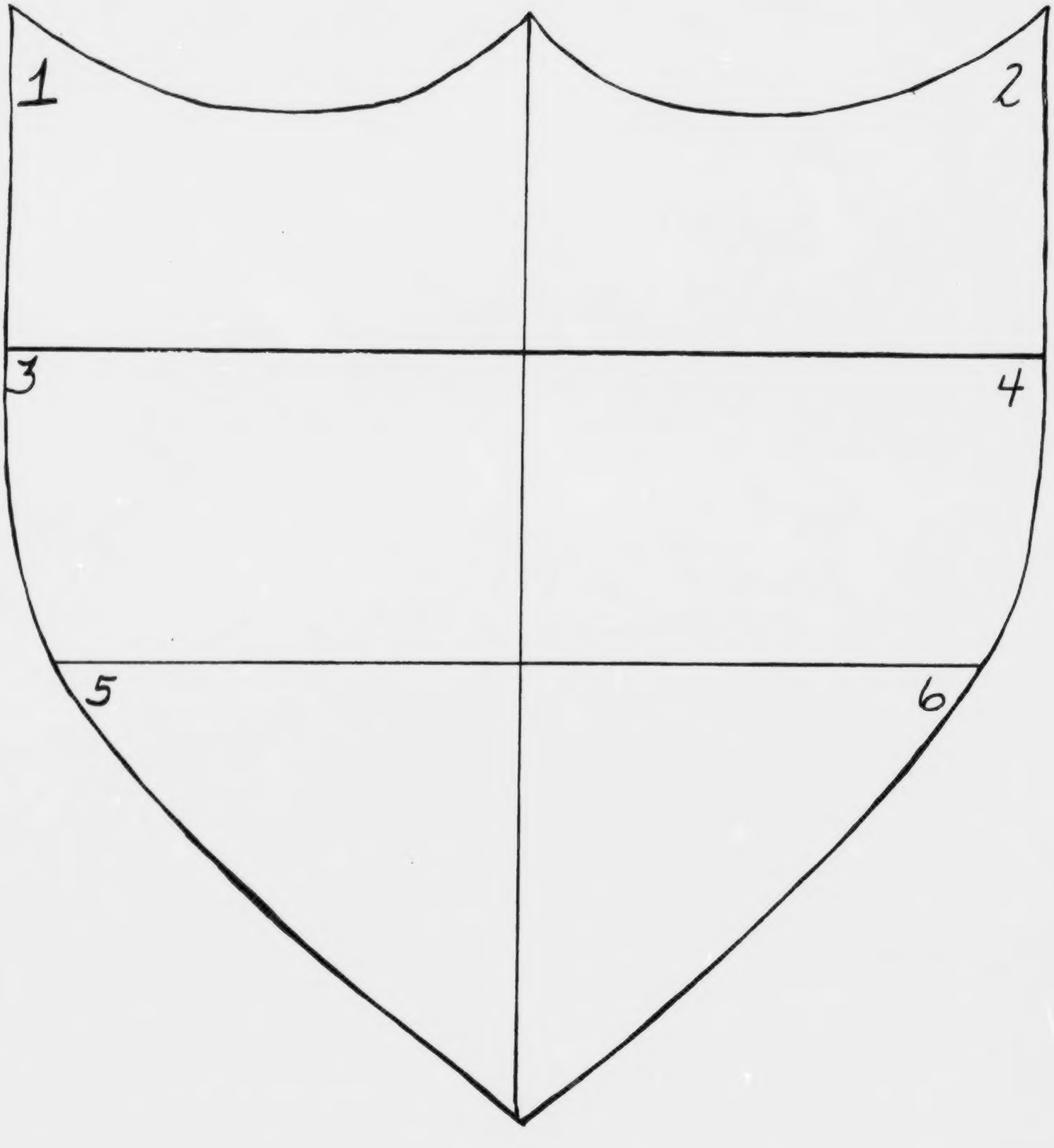
PURPOSE: To help students to visually see some of their personal values.

GOAL CLASSIFICATION: Knowing Yourself
4. Beliefs and Values

ACTIVITY: Using the coat of arms, draw two pictures in 1 and 2 to represent something you are very good at and one to show something you want to become better.
In #3 show one value about which you would never budge.
In #4 picture a value by which your family lives.
In #5 picture a dream you have for yourself.
In #6 picture your happiest moment this past year.

CUES: A coat of arms is a symbol of who you are. In medieval times, this insignia was embroidered on the light garment and worn over armor. Today you are going to design your coat of arms.

PROCESS: What are some of the most strongly held values you discovered about yourself?



TITLE OF ACTIVITY: Past, Present, Future

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Activity sheets included with this exercise.

GROUP SIZE: One A/A group

PURPOSE: Students will explore their own intellectual growth from the perspective of a child at age six and compare that with the present as well as future projections for age sixteen.

GOAL CLASSIFICATION: Knowing Yourself
4. Beliefs and Values

ACTIVITY: Give students the activity sheet. Students are instructed to fill out how they would respond to each situation at the three different ages in their life.

CUES: In this activity, you will have to think about your past, present and future. Fill out the activity sheet the way you would at the different stages of your life. After you have finished, we will share them with the group.

PROCESS: The way I have changed the most during my life.

Some of the ways that I think I will experience further changes are . . .

PAST, PRESENT, FUTURE ACTIVITY SHEET

WHEN I WAS SIX	NOW	WHEN I AM SIXTEEN
1.		
2.		
3.		
4.		
5.		

TITLE OF ACTIVITY: Getting It Together - Beliefs and Values

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity Sheet - Getting It Together - Beliefs and Values

GROUP SIZE: One A-A

PURPOSE: To allow students to pull together what they have learned about themselves over the past few meetings.

GOAL CLASSIFICATION: Knowing Yourself
Beliefs and Values

ACTIVITY: Have students complete the activity sheet and discuss their answers.

CUES: For the past few meetings we have been discussing beliefs and values. Today we will think about these activities and what we have learned.

PROCESS: Discuss answers and summarize the beliefs and values section.

Getting It Together
Beliefs and Values

1. What did you learn about other student's beliefs that you didn't know?

2. Are your beliefs much different from others in your class? Explain.

3. What beliefs do you feel most strongly about?

4. How do you think your beliefs will change over the next 3 years?

   5 years?

   10 years?

TITLE OF ACTIVITY: Following Directions

TIME NEEDED; One A-A

MATERIALS NEEDED: Worksheet

GROUP SIZE: One A-A

PURPOSE: To demonstrate the importance of following directions during a testing situation.

GOAL CLASSIFICATION: II. Knowing Yourself
    E. Intellectual

ACTIVITY: Advisor needs to be serious while giving directions. Separate students and distribute worksheet "Following Directions". Tell students to read directions carefully and follow exactly. Maintain test-taking atmosphere (no talking, walk around room, etc.). After ten to fifteen minutes and most students have realized the joke spend remainder of session discussing what happened.

PROCESS: Ask students how they felt when they found out they had been tricked. Discuss lesson learned in this activity.

FOLLOW DIRECTIONS

THREE MINUTE TIME LIMIT

NAME ____

INSTRUCTIONS: Read all the questions carefully before doing anything.

1. Put your name in the upper right hand corner of this paper.
2. Circle "Name" in sentence two.
3. Draw five small squares in the upper left hand corner of this paper.
4. Put an "X" in each square.
5. Sign your name under the title of this page.
6. After 5, write "Yes, Yes, Yes."
7. Put a circle around sentence number six.
8. Put an "S" in the lower left hand corner of this page.
9. Draw a triangle around the "S" you just made.
10. On the back of this page, multiply 103 by 65.
11. Draw a square around the word "Paper" in sentence number three.
12. Loudly call out your first name when you get to this part of the test.
13. If you think you have followed directions carefully to this point, call out "I have."
14. On the reverse side of this paper, add 8950 and 9850.
15. Put a circle around your answer, and put a square around the circle.
16. Count out, in your natural speaking voice, from ten to one backwards.
17. Punch three small holes in the top of this paper with your pencil.
18. If you are the first person to get to this sentence, call out loudly, "I am the leader and the first person to this point and I am the leader in following directions."
19. Underline all even numbers on this page.
20. When you have finished reading carefully, do only sentence one and twenty-one.
21. Say out loud, "I am finished, I have followed directions."

TITLE OF ACTIVITY: Types of tests

TIME NEEDED: One A-A period

MATERIALS NEEDED: Knowledge of interest, aptitude, achievement and psychological tests.

GROUP SIZE: Any number

PURPOSE: To introduce students to the type of tests commonly used and the purpose for each.

GOAL CLASSIFICATION: II. Knowing Yourself
5. Intellectual

ACTIVITY: Teacher goes over different types of tests and what results are obtained from each.

CUES: Have you ever wondered about the different kinds of tests you can take to give you more information about yourself? Today we are going to discuss different texts and when each one can be used.

PROCESS: After a discussion about each type of test, the student can be quizzed to determine if he understands each one.

TITLE OF ACTIVITY: What Do Your Test Scores Show

TIME NEEDED: One A-A period or more if needed

MATERIALS NEEDED: CTBS scores of members of your A-A group (from pervious year)

GROUP SIZE: Any

PURPOSE: To allow students to look at their scores objectively and to understand what they mean.

GOAL CLASSIFICATION: II. Knowing Yourself
5. Intellectual

ACTIVITY: Students go over the %ile scores and stanine scores of their CTBS results from previous year. The 50% mean is stressed as well as 4-5-6 stanines. Teacher can stress we all have strengths and weaknesses.

CUES: Do you remember last year you spent 3 or 4 mornings taking some tests? Sometimes we take these tests and never really understand what the results tell us. For the next couple of sessions we are going to look at exactly what each of your results tell you about yourself.

PROCESS: Do you have a better understanding of your strengths and weaknesses? In what ways can you use these results to help plan your career?

TITLE OF ACTIVITY: Looking to Future Careers

TIME NEEDED: One or more A-A period

MATERIALS NEEDED: Results of recent CTBS scores

GROUP SIZE: Any number

PURPOSE: To show students how test results can be helpful in looking toward career areas.

GOAL CLASSIFICATION: II. Knowing Yourself
5. Intellectual

ACTIVITY: After the CTBS results have been discussed, each student selects one strength area and determines a career that this could lead to. He then writes a paragraph explaining the type of work done in this career, salary, benefits, locale where found, etc.

CUES: Each of you has strengths in various areas as we have seen from your CTBS results. What I would like for us to do today is determine a career area that would go along with your strength area.

PROCESS: Have students share with the group the career they have written about. Students who had similar strengths can see what careers others have chosen.

TITLE OF ACTIVITY:	Getting It Together
TIME NEEDED:	One A-A
MATERIALS NEEDED:	Worksheet
GROUP SIZE:	One A-A
PURPOSE:	To allow students to pull together what they have learned about themselves intellectually.
GOAL CLASSIFICATION:	II. Getting to Know Yourself E. Intellectual
ACTIVITY:	Complete the worksheet and discuss answers
CUES:	Today we are going to think about what we have learned about ourselves intellectually. Please complete the worksheet and we'll discuss your answers.
PROCESS:	Discuss answers and bring a conclusion to the intellectual section of knowing yourself.

GETTING IT TOGETHER INTELLECTUALLY

1. What did you learn about taking tests during these activities that you did not already know.

2. Name one reason why tests are given.

3. Give a way you have learned to improve test-taking skills.

4. Tell what other activity (activities) you would recommend to be done in this area in the future.

TITLE OF ACTIVITY: What Is A Family?

TIME NEEDED: One A-A on more as needed

MATERIALS NEEDED: Background information sheet for advisor

GROUP SIZE: One A-A

PURPOSE: To discuss and understand the concept of family, the different types of families and the function of a family

GOAL CLASSIFICATION: III.
  A. Types

ACTIVITY: Discuss the term "family" and the different types of families in our society. Discuss the function of families and the roles various family members play.

CUES: What does it take to make a family?

Let's discuss various types of families we have in our society, such as intact, single parent, blended, extended, foster and adopted.

What roles do various family members play? Parents, grandparents, brothers and sisters, aunts and uncles, you and others.

PROCESS: Students will define family and be able to describe function of a family after discussing above questions.

FAMILY: A group of people, adults and children, living grandparents aunts, uncles, cousins, etc. They help each other with loving, caring. Parent raising children.

What Does A Family Do?

The 5 basic functions of the family: providing food, clothing and shelter protecting family members; teaching the young; giving emotional support to its members, and reproducing. Providing: taking care of physical needs. Protecting: keeping family members from harm, sickness, and disaster. Teaching the young - physical skills, mental skills, responsibilities, roles in society moral and religious values, cultural heritage. Giving emotional support and security: parent-child ties, sibling ties, ties between grandparents and grandchildren. Support in good times and bad. Reproduction: marriage, childbirth and child adoption.

Kinds of Families

Two basic types of family organization: the nuclear family and the extended family. The nuclear family: husband, wife, dependent children. The center of the nuclear family: the husband-wife relationship. The end of a nuclear family and the start of new ones with each generation. The extended family: its composition and the ties of blood relationship that hold it together. Other types of families: polygamous and single parent. Relationships outside the immediate family. Advantages of the extended family: duration, stability, economic power, loyalty of member, faithfulness to tradition. Advantages of nuclear family: adaptability, mobility, emotional rewards, greater scope for individualism. The trend towards the nuclear family pattern and why: loss of ties to the land, migration to cities, housing units constructed for nuclear families. Superfamilies: the clan in Scottish and Chinese tradition. How national and religious ties are in part modeled on family structure.

Extended family - several different families living together or close to each other in which all the generations were combined. This was common 30 years ago or more. There were grandparents, aunts, uncles, mothers, fathers and cousins, and everyone knew everyone else well.

Single parent - one parent and one or more children.

Blended families - formerly divorced or widowed parents have remarried and both parents have children.

Adoptive families - parents with adopted children.

Foster families - parents who care for foster children.

TITLE OF ACTIVITY: Identifying Types of Families

TIME NEEDED: Two sessions

MATERIALS NEEDED:

GROUP SIZE: One A-A

PURPOSE: To help students identify family structure from a family in a book, story, television show or movie and understand family dynamics.

GOAL CLASSIFICATION:

ACTIVITY: Review types of families (intact, single parent, blended extended, foster, adopted, etc.) discussed in previous activity. Choose a family from a story, book, TV., movie, play and be prepared to discuss roles of family members, communication, and positive and negative attributes of family. Discuss with group.

PROCESS: Compare and contrast family you chose with your own family.

TITLE OF ACTIVITY: Types of Families

TIME NEEDED: One A-A or more

MATERIALS NEEDED: Activity Sheets - Families/Activities

GROUP SIZE: One A-A

PURPOSE: To follow students to identify types of families and to understand the functions of families.

GOAL CLASSIFICATION: Families
  Types

ACTIVITY: Complete the activity sheet on families and discuss the answers. Choose one or more of the activities to complete to further the understanding of families and their functions.

CUES: We are continuing our study of families and their functions in our society.

PROCESS: Complete one or more of the activities on the activity sheet.

ACTIVITY SHEET

TYPES OF FAMILIES

COMPREHENSION QUESTIONS

1. Married brothers living in one household with their parents are probably part of
   a. an extended family
   b. a nuclear family
   c. a polygamous family

2. Which of the following is a nuclear family?
   a. husband, wife, their children
   b. husband, two wives, and their children
   c. husbands, wife, one child, grandparents

3. In which kind of family do children customarily give most care to aged parents?
   a. extended family
   b. nuclear family
   c. single parent family

4. The main bond holding a nuclear family together is
   a. ties of marriage
   b. economic ties
   c. ties of blood relationship

5. Today, the predominant family type is the
   a. extended family
   b. nuclear family
   c. polygamous family

6. Hundreds of families, all related to each other, may form
   a. an extended family
   b. nuclear family
   c. single parent family

DISCUSSION QUESTIONS

1. Watch a TV program in which the main characters are a family. Report on how the program shows (or doesn't show) the family meeting the 5 functions.

2. Try making a family tree, first writing down just what you know now - who is and was in your family, including all the relatives you can remember. Later, at home, see if your parents or other relatives can give you more information to fill in the tree.

3. What things do girls learn now that their mothers didn't learn to do? What do boys learn now that their fathers didn't learn? What difference could this make for families?

4. When was a time when someone in your family helped you feel better?

5. Living conditions are becoming more crowded as world population grows. How do you think this may affect the family? (Remember the 5 functions.)

6. How old do you think a babysitter should be? Discuss what you think would happen if a 5 year old American child were asked to care for a baby the way a 5 year old congo child does. Could the child do the job? Why or why not?

7. Do you or any of your friends live in a single parent family? This is something relatively new how do you think it may work out? Discuss each function-single parents can have children by adoption: tc provide, they may need extra babysitting help.

8. You are an explorer in space, and you have discovered a planet where have families unlike any on Earth. But these families still meet the 5 functions, and you report back to Earth on how they meet each one. (Maybe each person spins his own shelter like a spider.)

9. Use the library to get census information on families in the U.S. What kinds of information are given? What can you tell about family functions from the information? And what doesn't census information tell you?

10. Prepare an illustrated report on how women are represented in magazine an and newspaper pictures, analyzing how the pictures do or do not relate to women's role in the family - both traditional and changing. (You can expand the report by comparing pictures from technological and non-technological societies.)

ACTIVITY SHEET

GETTING IT TOGETHER

FAMILY TYPES AND FUNCTIONS

1. What is a family?

2. Name four (4) types of family and describe each.

3. Name the 5 basic functions of the family and briefly explain each.

4. What type of family do you live in?

5. What is an adopted and or foster family?

TITLE OF ACTIVITY: Family Tree

TIME NEEDED: Two or more sessions

MATERIALS NEEDED:

GROUP SIZE: One A-A

PURPOSE: To help students understand their own families better.

GOAL CLASSIFICATION:

ACTIVITY: Make a family tree, just writing down just what you know now - who is and was in your family, including all the relatives you can remember. Ask parents or other family members to give additional information.

CUES:

PROCESS: Share with group information you learned from doing activity.

TITLE OF ACTIVITY: Foster Children/Adopted Children

TIME NEEDED: One A-A period

MATERIALS NEEDED: None

GROUP SIZE: Any number

PURPOSE: To help students to gain a better understanding of the feeling of being an adopted or a foster child.

GOAL CLASSIFICATION: Looking at Families
  1. Type
      5. Adopted/Foster

ACTIVITY: Students have an opportunity to share their thoughts about what it would be like to be foster or an adopted child.

CUES: For many of us who grow up with our biological parents, it is difficult to imagine the special concerns foster or adopted children have. Today we are going to try to imagine the special feelings of adopted chilren.

PROCESS: Did you learn anything about foster or adopted children that is new to you? Will this help you when you find out that someone you know is a foster child or adopted?

TITLE OF ACTIVITY:	Getting It Together - Family Types
TIME NEEDED:	One A-A
MATERIALS NEEDED:	Activity Sheet - Family Types and Function
GROUP SIZE:	One A-A
PURPOSE:	To allow students to evaluate their knowledge and understanding of types of families and their functions.
GOAL CLASSIFICATION:	Families 1. Types
ACTIVITY:	Students will complete the activity sheet and discuss the answers.
CUES:	We're going to see what you have learned about types of families and their functions.
PROCESS:	Discuss types of families and their functions. Summarize this section of "Families".

TITLE OF ACTIVITY: Parent Talk

TIME NEEDED: One or two sessions

MATERIALS NEEDED: Chalkboard and activity sheet, "Let's Talk About Parents"

GROUP SIZE: A-A Group

PURPOSE: To help students become more aware of the roles parents have to play and explore methods of solving family problems.

GOAL CLASSIFICATION: Understanding Others
C. Relationships and Roles
    1. Family

ACTIVITY: Students are encouraged to explore issues of concern that parents have to deal with. List some of these issues on the board. Ask for volunteers to role-play these issues as if they were parents. After each issue is role-played students discuss how it felt to be in the position of a parent.

PROCESS: Ask students to complete the "Let's Talk About Parents" activity sheet or use as discussion questions.

LET'S TALK ABOUT PARENTS

Activity Sheet

1. What communication problems are there in a home?

2. Do you think parents are more tolerant of youths' ideas than teens are of their parents' ideas?

3. Do you think teenagers should question parental advice? Why or why not?

4. Do you think parents today, considering our changed environments, understand the problems you have?

5. How were things different for your parents when they were your age?

6. Other comments:

TITLE OF ACTIVITY: I See Me... My Family Members See Me...

TIME NEEDED: One session

MATERIALS NEEDED: Two accompanying activity sheets

GROUP SIZE: One A-A group

PURPOSE: To help students examine perceptions of their role in the family and how perceptions held by other family members may differ from their own.

GOAL CLASSIFICATION: Understanding Others
C. Relationships and Roles
    1. Family

ACTIVITY: Have students discuss family relationships and how they see themselves in their family. Ask students to complete the activity sheet. Discuss discrepancies in how we see ourselves in the family and how other family members see us.

PROCESS: Have students complete the Student Feedback Activity Sheet.

I SEE ME... MY FAMILY MEMBERS SEE ME...

ACTIVITY SHEET

INSTRUCTIONS: In the spaces below, list each member of your family. In the middle column, briefly describe how you see yourself with each family member (i.e., nervous, friendly, fussy, honest, strong, quiet, responsible). In the right-hand column, describe how you feel that family member would describe you.

FAMILY MEMBERS	HOW I SEE MYSELF WITH FAMILY MEMBER	HOW MY FAMILY SEES ME
Mother		
Father		
Significant Adult		
Brothers (list names) 1.		
2.		
3.		
Sisters (list names) 1.		
2.		
3.		
Other family member living in home (i.e., grandparents, uncle, aunt)		

STUDENT FEEDBACK

ACTIVITY SHEET

INSTRUCTIONS: Complete each of the following statements:

1. These exercises were ____

____

____

____

2. Today I learned about myself ____________________________________

____

____

____

3. Today I learned about my family _________________________________

____

____

____

TITLE OF ACTIVITY: Getting Along With My Family

TIME NEEDED: One Session

MATERIALS NEEDED: Activity sheet, pencil and student feedback sheet

GROUP SIZE: One A-A group

PURPOSE: To help students understand how to get along better with family members and relate their behaviors to family harmony.

GOAL CLASSIFICATION: Family Relationship

ACTIVITY: Have students discuss importance of getting along with family members and benefits of living in harmony.

CUES: How well do you get along with your family? Read the questions and answer each one truthfully.

PROCESS: Complete the accompanying student feedback sheet.

HOW WELL DO I GET ALONG WITH MY FAMILY?

What about yourself? How well do you get along with other people? Think about yourself for a minute. Then, read these questions and answer each one truthfully:

	YES	NO	SOMETIMES
1. Do I get along quite well with my family members.	___	___	___
2. Do I like most of them?	___	___	___
3. Do they seem to like me?	___	___	___
4. Am I always worried about what they think?	___	___	___
5. Am I interested in listening to them rather than just waiting for them to stop talking and listen to me?	___	___	___
6. Do I always insist on my own way, never changing my ideas to fit in with their ideas?	___	___	___
7. Do I often act silly just so they will pay attention to me?	___	___	___
8. Do I often make up excuses instead of giving the real reason for something?	___	___	___
9. Do I spend much time moping because of something I don't have - like a big allowance or a pretty face or lots of clothes?	___	___	___
10. When we're making plans, do I think only about myself and never consider them?	___	___	___
11. Do I do my share in thinking up ideas and in doing jobs that need to be done?	___	___	___
12. Do I feel lonely with my family?	___	___	___
13. Do I feel miserable because they don't appreciate me?	___	___	___
14. Am I a good sport, even when things don't go my way?	___	___	___

STUDENT FEEDBACK

1. This exercise helped me to think about ____________________

2. Today I learned about myself ____________________

3. Something I would like to talk about again is ____________________

TITLE OF ACTIVITY: Getting to Know Older People

TIME NEEDED: One or more A-A periods plus interviews

MATERIALS NEEDED: Interview sheet

GROUP SIZE: One A-A

PURPOSE: To help students understand that the problems they face are similar to those that older persons faced when they were growing up.

GOAL CLASSIFICATION:

II. Families
  2. Relationships
    4. Others

ACTIVITY: Interview an older person that you have known who is willing to share his/her childhood memories. Use the interview sheet or make-up your own questions to use. Report on this interview to the class stressing the similarities of their lives to what you are doing.

CUES: We have been discussing older people and how their childhood differed from yours. For todays activity you will need to spend sometime outside of class actually talking to an "old" person.

PROCESS: After the student has interviewed the "older" person and brings in his interview sheet, discuss what was learned in this activity. Did the student gain a better understanding of what it was like to be a teenager back 30 - 40 - 50 year ago?

INTERVIEW AN OLDER PERSON

Here is a project in which you can become both a reporter and a historian. It is your assignment 1) to find an older person who will share with you his or her memories of childhood and 2) to record these facts and stories so that they will never be lost.

To be a good interviewer you have to be super-curious and a very good listener. Your family or teacher should be able to help you find a subject to interview. Or, perhaps you have an older friend or grandparent living nearby who would be happy to respond to your questions. Bring a pencil or pen, a pad of paper, and perhaps a tape recorder. And consider doing your interview by telephone.

However you arrange your interview, you will need to ask good questions. Trusting your curiosity, set out to discover all you can about the girl or boy who once existed inside the older person you are meeting with.

Ask, for example:

> Who was your favorite school teacher?
>
> What was it like to grow up when you were young?
>
> How did you spend your school holidays?
>
> Why did you choose the job you did?
>
> Where have you traveled in the world?
>
> How did you feel, for example, when you first saw an airplane?
>
> Tell me what it was like for children when my parents were around my age.
>
> Did you ever witness a great historical event? Tell me about it.
>
> Where did you grow up? And how has it changed?

Happily, you will probably find that after you've used a few prepared questions, your formal interview will turn into a relaxed conversation-between friends.

TITLE OF ACTIVITY: What is "Old"?

TIME NEEDED: One A-A

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To help students to understand that there are common experiences through all generations and that people change as they grow older.

GOAL CLASSIFICATION: Family Relationships
Other

ACTIVITY:

1. What do you suppose it is like when you grow old? For example, five or six years ago what did you like that you don't like now? What are the things that you can do now but couldn't then? And also, what are the things you could do then that you can't now? Is there such a time as a best age?

2. It is said that "youth is a state of mind." What does that mean? Is possible to be old at 25 and young at 65?

3. Do you remember "London Bridge is Falling Down" and "Ring Around the Rosie"? Why is it that you can go up to any older person today and he or she will know these rhymes as well as you or your younger brother or sister? What are the other common experiences and memories that tie us all together?

CUES: Have you ever heard older people talk about things like TV. shows that were their favorites but you have never heard of them? Or are there such things that older people discuss that they use to enjoy that are also part of what you enjoyed?

PROCESS: Allow each student time to discuss the three questions in the activity section. Were there things they learned that they believe their children will also be able to recall?

TITLE OF ACTIVITY: Thinking About Older People

TIME NEEDED: One A-A to complete questionnaire but several periods may be needed to discuss.

MATERIALS NEEDED: Worksheet "What's Old?"

GROUP SIZE: One A-A

PURPOSE: To allow students the opportunity to examine their relationships w/older people and to understand what older persons can contribute to society.

GOAL CLASSIFICATION: I. Families
    B. Relationships
        4. Others

ACTIVITY: Complete and discuss the questions on the worksheet. "What's Old?" Try to have students discuss what older people have to contribute to society and to younger people especially.

CUES: How old is "old"? Do you consider your parents to be "old"? Is there anything you can learn form someone older than you? Today I am going to ask you to complete some questions about being old and later we will discuss them.

PROCESS: What did you learn from this activity? Did others in the group present some ideas that you had not considered before?

"WHAT'S OLD"

On a separate sheet of paper answer the following questions. Be sure to explain each of your answers.

1. How old do you have to be to be an "old person"?
2. What do you imagine it was like to be a child growing up about fifty or sixty years ago? What do you think children did for fun?
3. Do you believe that being old stops a person from doing the really interesting things in life?
4. What is good about living for a long time?
5. What would you like to be doing when you retire around the year 2035?
6. Do you think that older people are very much alike, or are they as different form one another as you and your classmates are?
7. Do you have an older person, perhaps a grandparent, who is a really good friend?
8. What would you guess are some of the things younger and older persons have to offer each other?

Taken from
"Growing Up - Growing Older"
ITV

TITLE OF ACTIVITY: When You Were Young

TIME NEEDED: One A-A to do worksheet (may need to go to library for searching out information)

MATERIALS NEEDED: Worksheet "When You Were Young"

GROUP SIZE: One A-A

PURPOSE: To allow students to think about what has changed since they were "young".

GOAL CLASSIFICATION: III. Families
Relationship
4. Others

ACTIVITY: Have students complete the worksheet "When You Were Young". (The library may have copies of magazines in the year they were born.) Discuss the answers and if time permits the discussion might expand to what changes they expect to see in their life time.

CUES: Many changes occur during a person's lifetime. However in the past six or seven years that you have been in school, many changes have also occurred. Lets try to think back to when you were 5 years old. What can you recall?

PROCESS: Did you recall things when you were 5 that perhaps you had forgotten? Were you surprised to find that so many things had changed in the last six or seven years? Looking toward the future what changes do you foresee in the next five years?

WHEN YOU WERE YOUNG

You may have heard older persons talking about how much has changed since they were young. But did you ever consider how much has changed since you were just a few years younger? Fill in the answers below and you may be surprised.

1. Go to your school or public library and find who or what was on the cover of Time Magazine the week you celebrated your fifth birthday. What has happened to this person or topic since then?
2. Name three objects in your home that were invented since you were born?
3. Name three important things that have happened in the world in the last ten years.
4. What was your favorite television program when you were five years old? What is it now? Have the programs and your tastes changed?
5. Who was President when you were born? Have the political issues in America changed much since then?
6. Now, name three important things you think will happen in the next ten years.
7. Do you think that a baby born today will have an easier time in school than you and your frieds do now? Explain.
8. What will you be doing in the 21st century? And, by the year 2035 do you think you would enjoy having a ten-year-old friend? Explain.

TITLE OF ACTIVITY:	Short Story Writing
TIME NEEDED:	One A-A to write - another one or two to discuss
MATERIALS NEEDED:	Paper/pencil
GROUP SIZE:	One A-A
PURPOSE:	To allow students to think about and write about what it would have been like to live when their grandparents were young.
GOAL CLASSIFICATION:	Families Relationships Others
ACTIVITY:	Write a story about what it may have been like to be your age (in your town) when your grandparents were young. (Then imagine and write about what you would be doing in today's world if you were fifty years older than you are right now. How have the roles of boys and girls, and men and women changed over the years?)
CUES:	Today you are going to use your imagination to take a look at how life changes. I want you to give some real thought before you begin writing your short story. Try to remember types of food, transportation, means of communication, social activities, etc.
PROCESS:	It may take an entire A-A period to get stories written. Any number of additional periods may be used for discussion. Teacher may want to list on the board as many differences as possible that students mention.

TITLE OF ACTIVITY: The Future

TIME NEEDED: One A-A

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To allow students to look into their future and predict what might happen.

GOAL CLASSIFICATION: Family
  Relationships
    Other

ACTIVITY: How old will you be in the year 2035? What would you like to be doing? Most people today who are that age are retired, but it has been predicted that in the 21st century most Americans will live and work longer than they do now. Are both of these good ideas? And do you think that in 2035 you would like to have a young friend perhaps someone who is a lot like you are right now?

When Bob was your age, he prepared for a future as a locomotive driver, a profession which no longer exists. Do you think that the job or profession you choose will be a thing of the past when you are ready to retire? What would you like to be doing when you retire?

What amazing stories of life today do you think that the youngsters of 2035 will like to hear from you? And what sorts of practical know-how and advice will you be able to give them just when they need it? For one thing you will have known and shared the knowledge of people who were born in the first decade or two of the 20th century quite fascinating, you can bet, for a child in 2035.

Find a picture of yourself. Using this as a model, change it to look the way you think you will appear in the year 2035.

CUES: We have looked at things that happened in your life since you were five. Today we are going to look toward the future and see if we can predict what things may look like years from now.

PROCESS: Did anyone mention something during our discussion that you had not thought of? Do you believe the future looks optimistic? Is there any special preparation you can now begin to help you prepare for the future?

TITLE OF ACTIVITY: Getting It Together - Relationships

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity Sheet - Relationships

GROUP SIZE: One A-A

PURPOSE: To help students pull together the information gained in this section on family relationships.

GOAL CLASSIFICATION: Families
  Relationships

ACTIVITY: Complete activity sheet on relationships and discuss answers.

CUES: We're going to summarize the section on relationships and evaluate what you have learned.

PROCESS: Summarize family relationships and discuss relationships in students' families.

TITLE OF ACTIVITY: What I Inherited/Learned From My Family

TIME NEEDED: One or two A-A sessions

MATERIALS NEEDED: Worksheet, pencil or pen

GROUP SIZE: One A-A

PURPOSE: To help students become aware of positive attributes which have been inherited and/or learned from family members.

GOAL CLASSIFICATION: Family Communication

ACTIVITY: List positive attributes which have been learned and/or inherited from family members.

CUES: Think about your strengths, talents, skills, or abilities and list them. After it list the family member you inherited and/or learned it from.

PROCESS: Discuss some or all of the attributes either with a partner or an entire groups. Encourage students to share this activity with the family members listed and discussed during this activity.

TITLE OF ACTIVITY: Across the Generations

TIME NEEDED: One A-A

MATERIALS NEEDED: Crossword Puzzle Worksheet

GROUP SIZE: One A-A

PURPOSE: To allow students to see some things that are different and alike between older and younger persons.

GOAL CLASSIFICATION: III. Families
  3. Problems
    1. Communicating

ACTIVITY: Complete the crossword puzzles individually first (There will be some answers that the students do not know). Then discuss the answers and complete as a group.

CUES: Have you ever talked with an older person and had them use words you were unfamiliar with? Do you use words that your parents do not understand? Today's activity deals with words. Let's see how well you can do with this crossword puzzle.

PROCESS: Were any of these expressions or words new to you? Had you heard some of these before? Could you have done better if you had an older person helping you?

TITLE OF ACTIVITY: Families With Alcoholic Parent

TIME NEEDED: One or more sessions

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To help students understand facts about alcoholism and provide support for students who live in family where alcoholism is problem.

GOAL CLASSIFICATION: III. Families
B.
1. Parents

ACTIVITY: Discuss alcoholism as a progressive disease with recognizable symptoms.

CUES: Why is it important to perceive alcoholism as an illness rather than a failure of will power? What is society's attitude toward alcoholics? What would you do if you suspected that a member of your family or a close friend was an alcoholic?

PROCESS: Invite speaker from local chapter of Alcoholics Anonymous to visit class and distribute literature either to introduce activity as a follow-up. Distribute literature from Alcoholics Anonymous.

TITLE OF ACTIVITY: Coping With Alcoholic Parent

TIME NEEDED: One A-A

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To help understand effects of alcoholism upon family.

GOAL CLASSIFICATION: III.
    B.
        1. Parents

ACTIVITY: Choose three class members to improvise a short scene of confrontation involving an alcoholic mother or father, his or her spouse and teenage daughter or son.

CUES: Have students switch roles and act out the same confrontation. Have students switch roles once more and repeat same again.

PROCESS: Ask students to tell the class what their feelings were as they played the different characters in the confrontation. Invite questions from class.

TITLE OF ACTIVITY: Self-Protection

TIME NEEDED: 25-30 minutes

MATERIALS NEEDED: Rules for Self-Protection Sheet

GROUP SIZE: One A/A group

PURPOSE: To give students rules to let them become aware that they can protect themselves and that their body is theirs and they can say no.

GOAL CLASSIFICATION: Problems Abuse

ACTIVITY: Talk to students about abuse and different types of abuse.
Give students the Rules for Self-Protection and discuss each rule.

CUES:

PROCESS: Ask students to think about who they could or would talk with if they were in an abuse situation.

RULES FOR SELF-PROTECTION

1. SAY NO

You have the right to say no to anyone, even an adult who tries to do something to you that you don't think is right.

2. YOUR BODY BELONGS TO YOU

Absolutely no one has the right to touch your body in an inappropriate way.

3. TRUST YOUR FEELINGS

If you are unsure or afraid, don't try to talk yourself out of it; trust your feelings and follow rule four.

4. GET AWAY

Get away from the situation as fast as possible; scream, yell, or make a fuss if you have to.

5. TELL SOMEONE

Find adults you can trust - your parents, a teacher, a member of the clergy, a policeman - and tell them. If the first person doesn't believe you, keep trying until you find someone who can and will help.

TITLE OF ACTIVITY: Safety

TIME NEEDED: 25-30 Minutes

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To help students become aware of ways they can protect themselves.

GOAL CLASSIFICATION: Family Problems

Abuse

ACTIVITY: Discuss abuse and rules of sexual safety. Role play situations where students must make decisions and take action on them.

CUES:

PROCESS: Ask students to write their own "Bill of Rights" about their bodies. Example: I have the right to say no. I have the right to decide who, if anyone, touches me. I have the right to lie to an adult if I feel I may be in danger. I have the right to tell about behavior that could harm me or someone else no matter who is involved.

ROLE PLAY SITUATIONS

1. After school you are at home by yourself, your parents are not home from work. The doorbell rings - when you open the door a man who says he is taking a political poll is there and wants to speak to the registered voters in the family.

2. When you were little you liked to sit on Uncle Bills' lap. Last Christmas you felt uncomfortable about it. Uncle Bill is coming to visit soon, and you don't want to hurt his feelings.

3. The girls say that it's not smart to walk too close to certain teacher because he likes to pinch and pat. "Who wants to flunk?" they say "Just dodge him."

4. "Everybody does this," Sam says. "What are you a baby?" You're afraid he's right, but you don't want to do it.

TITLE OF ACTIVITY: Children's View of Death

TIME NEEDED: One A-A

MATERIALS NEEDED: Fact sheet on Children's Conceptualization of Death

GROUP SIZE: One A-A

PURPOSE: To allow students to discuss the concept of death and the differences in the concept depending on age (in an objective manner).

GOAL CLASSIFICATION: III. Problems within Family
3. Death and Dying

ACTIVITY: Using the fact sheet (part A) discuss the concept of death as seen by children under age 9.

CUES: Since death is a fact of life, we are going to spend a few sessions looking at how death is viewed by children of different ages. Today we will concentrate on children under the age of nine and how they view death.

PROCESS: During our discussion, did any of you recognize yourselves in that age range and your view of death? Some of you may have younger brothers and sisters who fall within that age group and hold these same views as you once did. Have you ever discussed death with them?

CHILDREN'S CONCEPTUALIZATION OF DEATH

The concept of death is understood differently by persons depending on their general maturity, experience, ability to form ideas, and understanding of cause and effect.

A. The child under five sees death as reversible, a temporary departure, like sleep, being unable to move. There is a great deal of curiosity about what happens after death. Can they move? Will they float in space forever? Death disturbs the young child because it seems it is separating people from each other. The child may have guilt feelings or anger. If he/she was watching the shuttle lift off without much interest, he/she may feel somewhat responsible for the accident.

Children ages 5-9 accept existence of death as final. They think of death as a person who carries one off in the night, i.e. the bogeyman got him. Overhearing adults speculate about "possible sabotage" etc. may reinforce this feeling. The child feels personal death can be avoided unless you have bad luck. Traumatic experiences can reinforce the perception that bad luck is the cause of death.

B. After age 9 or 10, children realize that death is eventually inevitable. They may begin to have a concept of an after life, depending on parents' and other adults' philosophy and discussions.

The adolescent is relatively realistic in his/her thinking but seldom thinks about death. The adolescent feels death means lack of fulfillment and sees it as wasteful. Due to inexperience in coping, he/she may not cry, but may continue with normal activities. Mastery of feelings often comes witn detail of the circumstances. Often the behavior hides the fact that he/she is mourning.

Depending on the age, the children may be more traumatized by their concerns for the astronauts' families than by any personal feelings of loss.

Adapted from: Murray, Ruth B. and Judith Zentner. Nursing Assessment Health Promotion Through the Life Span. 2nd Edition, Prentice Hall; Englewood Cliffs, NJ 1979.

TITLE OF ACTIVITY: View of Death (II)

TIME NEEDED: One A-A

MATERIALS: Fact Sheet on Children's Conceptualization of Death

GROUP SIZE: One A-A

PURPOSE: To permit students to discuss the concept of dying in an objective manner and to view it from different age levels.

GOAL CLASSIFICATION: Families
  Problems
    Death

ACTIVITY: Continue discussion of death and dying as seen by children adding part "B" of fact sheet ages 9 and above.

CUES: In our last discussion we looked at death thru the eyes of children under the age of 9. Today we are going to move up to ages 9 and above. This will be where most of you will find your beliefs regarding death.

PROCESS: Can you see any changes in the perception of death from our earlier discussion to today? How do you feel about death? Did our discussion today remind you of yourself?

TITLE OF ACTIVITY:	Family Mobility
TIME NEEDED:	One A-A
MATERIALS NEEDED:	None
GROUP SIZE:	One A-A
PURPOSE:	To help students verbalize problems associated with moving and share.
GOAL CLASSIFICATION:	III. C. 4. Mobility
ACTIVITY:	Ask if any student in A-A group has moved to new location and school. Encourage those who have to discuss problems associated with money.
CUES:	How many of you have moved to a new school? What are some of the problems you have when enrolling in a new school? How would you go about making new friends?
PROCESS:	Encourage students who have moved to a new school share what they have learned.

TITLE OF ACTIVITY: Families Dealing With Divorce

TIME NEEDED: One A-A Session

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To help students understand pros and cons of divorce and responsibilities which divorced parents have to their children.

GOAL CLASSIFICATION: III. Families
    C. Problems . . .
        6.

ACTIVITY: Form two teams from advisory to debate pros and cons of divorce and the responsibilities which divorced parents have to their children.

CUES: How many of you have friends whose parents are divorced?

PROCESS: This activity would follow a session of discussion and would just need to be summarized at the conclusion of the debate.

TITLE OF ACTIVITY: Dealing with Divorce

TIME NEEDED: One A-A session

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To help students understand and share ways in which divorce affects family members and help in overcoming emotional.

GOAL CLASSIFICATION: III.
C.
6.

ACTIVITY: Discuss how divorce affects the family. Look up current statistics on number of divorces. Discuss reasons for change. Students whose parents are divorce may volunteer to share their experiences.

CUES: Choose from following discussion questions:

Should two people stay married to keep children happy? Is it selfish for parents to divorce even though they know it will hurt the children?

Do all children of divorced parents share the same problems?

Do all parents love their children? Should a child be told that a divorced parent still loves him when this may not be true?

TITLE OF ACTIVITY: A Plan for Solving Problems Within Family

TIME NEEDED: One +

MATERIALS NEEDED: List of possible family problems

GROUP SIZE: One A-A

PURPOSE: To help students develop a way to work through various family situations/problems using steps in decision making process.

GOAL CLASSIFICATION: III.
C.

ACTIVITY: Using any of the listed family problems or one chosen by the A-A group, use the decision making process to work through the problem or situation utilizing role-playing.

CUES: Let's decide what situation/problem we want to work through - something which families commonly experience. Let's use the process for decision making in which: 1)problem is defined, 2)alternatives are explored, 3)consequences of each alternative is examined, 4)best alternative is selected.

PROCESS: After role-playing situation/problem, have discussion to determine if group feels the best alternative was selected.

FAMILY SITUATIONS/PROBLEMS

1. Alcoholic parent
2. Student making poor grades
3. Family moving to new location
4. Parent unemployed
5. Divorce
6. Sibling rivaling
7. Students' friends unacceptable to parents
8. Others selected by A-A group

SEVENTH GRADE

ADVISORY

PUTNAM COUNTY SCHOOLS

MIDDLE SCHOOL ADVISORY PROGRAM

OUTLINE OF CONCEPTS

SEVENTH GRADE

I. Introduction to Advisory

II. Getting Acquainted

III. Looking at Others

  A. Relationships
  B. Acceptance

IV. Looking at Families

  A. Relationships
  B. Challenges

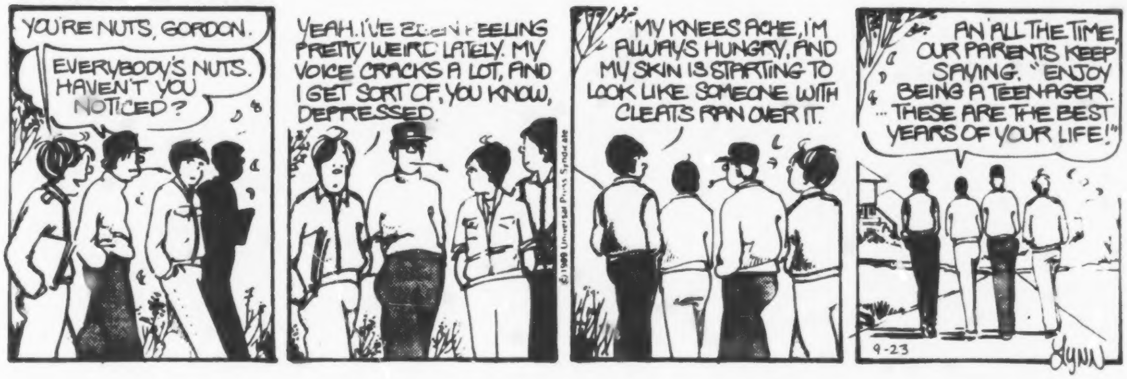
INTRODUCTION

These activities are intended to give the students a basic understanding of some major components of advisory. Communication skills are vital to the advisory process, therefore the major focus is on communication facilitators and stoppers.

The purpose of circle seating and advisory itself is included because many students question the reasons for both.

You may use any or all of these introductory activities at the beginning of each year or when you feel they are appropriate.

For Better Or Worse by Lynn Johnston


YOU'RE NUTS, GORDON.
EVERYBODY'S NUTS. HAVEN'T YOU NOTICED?
YEAH. I'VE BEEN FEELING PRETTY WEIRD LATELY. MY VOICE CRACKS A LOT, AND I GET SORT OF, YOU KNOW, DEPRESSED.
© 1989 Universal Press Syndicate
MY KNEES ACHE, I'M ALWAYS HUNGRY, AND MY SKIN IS STARTING TO LOOK LIKE SOMEONE WITH CLEATS RAN OVER IT.
AN' ALL THE TIME, OUR PARENTS KEEP SAYING, "ENJOY BEING A TEEN-AGER. ... THESE ARE THE BEST YEARS OF YOUR LIFE!"
9-23
LYNN

BEST COPY AVAILABLE

TITLE OF ACTIVITY: Eye Contact

TIME NEEDED: One A-A period

MATERIALS NEEDED: Timer/watch

GROUP SIZE: One A-A

PURPOSE: To allow students to experience the impact of eye contact and the lack of it.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide students into pairs, sit facing each other. One will be the speaker and the other the listener. The speaker will discuss a topic for one minute. The listener will not say anything and will not look at the speaker (look anywhere except the speaker's eyes). Repeat the process with the listener giving normal eye contact. Have the partners change places and repeat the process with the listener becoming the speaker and the speaker becoming the listener both with and without eye contact. (See next page for topics)

CUES: Discuss the importance of eye contact during conversation. Ask students to help create a situation which will give them the opportunity to experience the effects of eye contact and no eye contact.

PROCESS: When partners are not giving eye contact, the noise level will increase because they will try to get the listener's attention and they will almost always laugh.

Discussion Questions:

1. Does this activity make the expression "the eyes are the windows to the soul" meaningful?
2. How did it feel when your partner would not maintain eye contact with you as you spoke?
3. How did you feel when you did get eye contact from your partner?
4. How did it feel to keep from giving eye contact to your partner?
5. How did you feel about giving your partner eye contact?
6. Besides eye contact, what are other ways people can show they are listening, ways that only have to do with body language? (open body posture, leaning forward, interested facial expression, smile)
7. Were you aware of the changes in the noise level in the room during different parts of the activity? What were they? What make it so noisy at times?
8. What is the most important thing you learned from this activity?

(Some students may feel uncomfortable staring into someone's eyes, they may concentrate their vision on the spot just between the bridge of the nose and the corner of the right eye.)

Possible topics for partner discussion:

How I feel about the weather today.
My plans for this afternoon when school is out.
My vacation.
My hopes for the future.

TITLE OF ACTIVITY: Tape Recorder

TIME NEEDED: One A-A

MATERIALS NEEDED: Chalkboard and timer

GROUP SIZE: One A-A

PURPOSE: To give students and opportunity to practice attentive listening for content.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide students into pairs. Have one student be the speaker and one the listener. The speaker is to speak for two minutes to his/her partner about a given topic. The listener listens attentively, mentally recording the speaker's data. The speaker then "plays back" the information he/she recorded. The speaker is then given time to clarify or correct any information the listener didn't understand and to add things the listened forgot Reverse roles and repeat. Repeat again with a different topic.

CUES: Explain that listening is an important part of the communication process. One way to listen is complete silence, giving the speaker a green light to speak without interruptions. Another is by attentively recording the content of speaker's words. We will be practicing these methods today.

PROCESS:
How did you feel as the speaker?
How did you feel as the listener?
Did it get easier or harder the second time to act as the tape recorder?
Did you learn anything new about your partner?
Of what value is silent, attentive listening to effective communication?
What are some of the things you can do to show someone that you are really listening? (silence, attentive body posture, good eye contact, leaning forward)

TITLE OF ACTIVITY: Communication Stoppers

TIME NEEDED: One A-A or more

MATERIALS NEEDED: Chalkboard

GROUP SIZE: One A-A

PURPOSE: To allow students to observe how certain behaviors stop communication in advisory and in other situations.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Begin by briefly discussing the communication stopper and giving examples of each. (List is on next page)
Role play situations in which students demonstrate the communication stoppers and have other students identify the type.

CUES: Today we are going to discuss certain behaviors which hinder or stop communication in groups or relationships.

PROCESS: Ask the students to act out a talk show without using communication stoppers then to begin using the stoppers and compare the two shows.
Close by discussing what the effects of the communicationn stoppers were on the student actors.
You may use the discussion questions in the next activity in conjunction with this activity if you wish.

COMMUNICATION STOPPERS
DEFINITION SHEET

1. INTERRUPTING - "butting-in" over and over on a person as he/she talks with statements about yourself or things that have happened to you.
   "Have I ever told you about..."
   "That happened to me..."

2. ADVISING - Giving unasked for advice.
   "Well, if I were you..."
   "Take my advice..."
   "Here's what you should do..."

3. PROBING - Asking question after question in a demanding tone or the person trying to speak.
   "Why did you..."
   "When did you..."
   "How did you..."

4. CONFRONTING - Putting the other person on the spot
   "You did not..."
   "Well so what? Do you think I care?"

5. JUDGING - Continually making judgements as the person speaks, about the person or what the person is talking about.
   "What a good person you are."
   "Oh, that's too bad."

6. INTERPRETING - Adding your own ideas and conclusions to what the person says.
   "You're a/an..."
   "You're feeling..."

7. DOMINATING - Taking over a conversation, not letting the other person get a word in.
   "So do I...and...because..."

8. PUTTING DOWN - Making negative and sarcastic remarks about what the person is saying or the person. Usually ends in the other person returning the put-downs.
   "You're a jerk..."
   "That's stupid..."

(If you're acting these out, let the other person know they can also use put-downs.)

TITLE OF ACTIVITY:	Communication Stoppers (II)
TIME NEEDED:	One or more A-A's
MATERIALS NEEDED:	Discussion questions
GROUP SIZE:	One A-A
PURPOSE:	To allow students to learn more about communication stoppers.
GOAL CLASSIFICATION:	Introduction
ACTIVITY:	Discuss how each communication stopper worked and how the speaker felt. (You may use the discussion questions on the following page.)
CUES:	Today we are going to continue our discussion on communication stoppers and how people feel when their conversation is stopped or affected.
PROCESS:	You may use these questions after each demonstration in the preceding activity.

DISCUSSION QUESTIONS
COMMUNICATION STOPPERS

INTERRUPTING:

1. What effect did it have on the person trying to talk?
2. Did the interrupter understand what the other person was trying to say?
3. Has this ever happened to you?
4. How did you feel?

Switch the role-play so the interrupter is being interrupted and ask how it felt? (frustrating, futile)
Is probably the simplest but most devastating way to stop communication.

ADVISING:

1. What words and statements were advising?
2. How does unasked for advice stop communication?
3. Has this ever happened to you?
4. How did you feel?

Inferior, belittling - very often doesn't fit the situation, comes across as belittling.

PROBING:

1. What effect did it have on the person trying to talk?
2. When does simple questioning become probing?
3. Has this ever happened to you?
4. How did you feel?

Defensive - leads speaker away from what he/she wanted to say.

CONFRONTING:

1. What confronting statements were used?
2. How does it generally affect the person?
3. Has this ever happened to you?
4. How did you feel?

Down-graded, on the spot - Confronted person finds it difficult to talk straight.

JUDGING:

1. What judgmental statements were made?
2. How does it generally affect people when these statements are made?
3. Has this ever happened to you?
4. How did you feel?

Inferior, diminisher, unmotivated to continue - Puts person on unequal status even when it is a positive judgement.

INTERPRETING:

1. What is an interpretation?
2. Which statements were interpretations?
3. Has this ever happened to you?
4. How did you feel?

Not valued as our real self - Hard to communicate with someone who won't let you be yourself.

DOMINATING:

1. Do you think most dominators realize what they are doing?
2. Has this ever happened to you?
3. How did you feel?

Frustrated - May force others to use another type of stopper.

PUTTING-DOWN:

1. What are some ways people are put-down?
2. How productive do you think this type of communication is?
3. Are the other communication stoppers put-downs too?
4. Has this ever happened to you?
5. How did you feel?

Insulted, need to protect self - Putting people down is destructive.

ADDITIONAL POINTS ON COMMUNICATION STOPPERS:

Communication stoppers are almost always inappropriate in advisory class and are usually not helpful in other situations, although we can't say that there is never a situation when they would not be appropriate.

To point out communication stoppers to others when they use them, although it may be tempting, is using a communication stopper yourself. The reason we learn about communication stoppers it to allow us to use more self-control. Accusations will probably no help to gain insight or help to control our own behavior.

As you become more aware of what communication stoppers are and how they cause bad feelings in people, you might be able to use more self control to keep from using them.

There are other communication stoppers, many of which are nonverbal. Ask the class to think of others. (laughing at, sneering at, ignoring)

AFFIRMATIONS FOR A LOVING LISTENER

1. I will try to concentrate on what you are saying. I will train myself to put my work aside, the paper aside, anything aside and turn off what I'm thinking to focus on your words.

2. I will try to feel what you are feeling. This may be hard, but I will certainly make the effort to get behind your words and experience what is in your heart.

3. I will give you a chance to say it all. I will hold my tongue and not comment too soon.

4. I will try to prime your pump. I will ask questions. Sometimes I will say back to you what you have said until we both fully understand what you mean.

5. If I feel even the smallest anger from you toward me, I will try my best to control my fire.

6. I will not cop out by giving no answer when an answer is important. I will remember that silence is sometimes effective, but sometimes it's cowardly.

7. When you are hurting because you're down on yourself, I will assure you again that no matter what you think of you, I am still up on you.

COULD YOU JUST LISTEN?

When I ask you to listen to me and you start giving me advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem.

Listen! All I asked was that you listen, not talk or do - just hear me.

Advice is cheap; 20 cents will get you both "Dear Abby" and Billy Graham in the same paper.

I can do for myself - I am not helpless; maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself, you contribute to my fear and inadequacy.

But when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and can get about this business of understanding what's behind this irrational feeling. When that's clear, the answers are obvious and I don't need advice.

Nonrational feelings make more sense when we understand what's behind them.

So please listen and just hear me.

And if you want to talk, wait a minute for your turn - and I'll listen to you.

TITLE: Talk About It

TIME NEEDED: One A-A

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To allow students to interact verbally with members of the advisory on a one-to-one basis before being asked to interact with the whole group.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Have students select a partner or you pair them. Each pair will take turns being speaker and listener for one minute each. The listener should ask no more than one question. At the end of the two minutes, everyone will switch partners and repeat the process with that person. Complete as many pairs as time allows. Return to group and discuss the following questions:

1. How did it feel to be the speaker?
2. How did it feel to be the listener?
3. How did you react to changing partners again and again?
4. Did speaking and/or listening get harder or easier as you went from partner to partner?
5. Did anyone learn anything interesting about someone during this activity that you didn't know before?
6. Did anyone learn anything interesting about themselves?

CUES: Today we are going to be involved in an activity which will allow you to practice the skills you have learned through talking and listening to other members of the class.

PROCESS: Suggested topics:

My hobbies.
My favorite food.
My favorite tv program or movie.
My favorite book.
My favorite animal.
My favorite game or sport.
My favorite song or musical group.
My favorite subject.
My favorite person.
Something I'm looking forward to.

TITLE: Circle Seating

TIME NEEDED: One A-A

MATERIALS NEEDED: Chalkboard and following three sheets

GROUP SIZE: One A-A

PURPOSE: To introduce the procedures and rationale for circle seating to students.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Use the sheets on circle seating, procedures, and ground rules as a basis for discussion on circle seating. You may change any of the lists to conform to the needs of the group you are working with.

CUES: Today we are going to discuss circle seating, why we use it and the ground rules for advisory class.

PROCESS: Key Points to discuss:
This is a time and place for you to:

1. Get attention and acceptance.
2. Practice positive communication skills.
3. Learn more about yourself and others.

This is not a time for you to:

1. Share intimate experiences, thoughts or feelings.
2. Solve your problems.
3. Tell each other what to think or feel. You are urged to share things that wouldn't embarrass anyone, yourself, classmates, or someone else whom you might want to talk about.

CIRCLE SEATING

IN A CIRCLE THERE IS NO FRONT, MIDDLE, OR BACK.

NO ONE IS IN FRONT OF OR BEHIND ANYONE.

THEREFORE, EVERYONE IS SIDE BY SIDE AND EVERYONE IS EQUAL TO THE OTHERS.

ADVISORY CLASSES ARE FOR SHARING EXPERIENCES, THOUGHTS, AND FEELINGS.

PROCEDURES

1. Arranging the chairs......1-2 min.
2. Review the ground rules...1-2 min.
3. State the topic...........1-2 min.
4. Discussion/activity.....15-25 min.
5. Review....................1-2 min.
6. Summary...................2-3 min.
7. Rearrange furniture.......1-2 min.

GROUND RULES

1. BRING YOURSELF AND WHAT THE TEACHER TELLS YOU ONLY TO THE CIRCLE.

2. EVERYONE GETS A TURN TO SHARE.

3. YOU MAY PASS YOUR TURN IF YOU WISH.

4. LISTEN TO THE PERSON WHO IS TALKING.

5. THE TIME IS SHARED EQUALLY.

6. STAY IN YOUR OWN SPACE.

7. THERE ARE NO INTERRUPTIONS, PROBING, PUT-DOWNS, OR GOSSIP.

TITLE: Why Advisory?

TIME NEEDED: One A-A

MATERIALS NEEDED: Information sheet - advisory

GROUP SIZE: One A-A

PURPOSE: To give students some insight into why developmental guidance (advisory) as a class exists.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Go over the information on the information sheet and discuss with the students. You may give each student a copy or you may "pick and choose" what information you use.

CUES: Today we are going to discuss advisory class, why we have it and what is expected of you in this class.

PROCESS: You may discuss the information as it is or you may choose what you wish to discuss. You may find that the students need more practice with the communication skills.

TEACHERS NOTE: (RE: 348)

ADVISORY

INFORMATION SHEET

Take a look at someone near you. Think about the person's appearance and all the things you can't see, too. Think about all the parts that make up a whole person.

You are a whole person, too. You are a system, a system of systems, a collection of many things.

YOU'VE BEEN AROUND

Every day of your life you've done things and experienced feelings and thoughts. A lot of things have happened to you, and all those things have helped to make you - you.

It's the same with others. They've been around, too. But their experiences have not been exactly like yours. As people, we have a lot we can share with one another.

AND SHARING IS WHAT ADVISORY IS ALL ABOUT!

Advisory is a class in self learning with others. It's a collection of ideas and activities that focus on what being a person is all about.

When you are in advisory class, the topic will be announced, and you may say something about it if you with. When you're not speaking, you'll have a chance to listen to others. At the end of the class, the leader will ask the group some questions about the things they noticed or learned in the class.

You may tell about experiences you've had and you might tell what your feelings were if you want to.

Wouldn't it be great to have someone really listen? Wouldn't it be interesting to learn more about yourself and others? Well, when you're in advisory class, you'll have an opportunity to do both - and more. These classes will be successful when everyone respects the ground rules:

1. Bring yourself and what the teacher tells you ONLY to the circle.
2. Everyone gets a chance to share.
3. You may pass your turn if you wish.
4. Listen to the person who is talking.
5. The time is shared equally.
6. Stay in your own space.
7. There are no interruptions, probing, put-downs, or gossip.

The key to advisory class is communication. You've practices listening, which is one of the do's. And you've discussed communication stoppers, which are collections of don'ts.

Here is a list of communication stoppers:

interrupting (butting in)
confronting (attack)
dominating ("word avalanche")
judging (good, bad, wonderful, awful)
advising (what I'd do)
interpreting (putting words into someone's mouth)
probing (getting nosy)
putting down (all of the above and name - calling)

One thing important about communication stoppers that you need to remember is that they are sometimes very necessary and important, but they don't fit well in advisory class. There are a lot of other times they don't work very well either.

Here are some things you might like to try:

The next time you are in a situation that involves silence, decide not to let the silence make you feel funny. Relax and make yourself comfortable. Rest your mind and your muscles. Make the silence comfortable for others too, if you can.

During the next few hours see how well you really hear what other people are saying to you, and see how well you can let them know that you are listening. Notice how they react.

TITLE: Listening and Feedback

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity Sheet

GROUP SIZE: One A-A

PURPOSE: To give students the opportunity to practice and observe positive communication skills.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide class into groups of three (3). Have one student be the speaker, one the listener and the third the observer. Give the students topics to speak on (something that bugs me). After three minutes have the observer discuss with the other two what they observed. (Be sure the speaker tells what he/she felt.) Change roles and repeat, speaker becomes listener, listener becomes observer, observer becomes speaker. Change roles and repeat the third time.

CUES: Today we are going to practice using the communication skills we have been learning.

PROCESS: Return to seats and discuss:

1. How did it feel to try to paraphrase another person?
2. How did it feel to be paraphrased?
3. How did you react to being the observer?
4. Why did we have each person observe?
5. What did you learn (gain) from this exercise?

Paraphrasing is not appropriate in all conversation, but can be helpful if we choose to use it. It isn't easy takes a lot of practice. Like all new skills, it feels unnatural at first. As we practice, it becomes a habit like other new skills. Paraphrasing and the other communication facilitators are good habits to develop.

ACTIVITY SHEET

LISTENING/OBSERVATION

	1st minute	2nd minute	3rd minute
COMMUNICATION HELPERS:			
Silence			
Paraphrasing			
Attentive body posture			
Pleasant tone of voice			
Good eye contact			
COMMUNICATION STOPPER:			
Interrupting			
Advising			
Probing			
Confronting			
Judging			
Interpreting			
Dominating			
Putting down			

Comments:

TITLE: Getting It Together - Introduction

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity sheet - Getting It Together

GROUP SIZE: One A-A

PURPOSE: To allow students to bring together all that they have learned in this section.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Have students complete the activity sheet and discuss the answers.

CUES: Today we are going to review and evaluate the things which we have studied in this section on advisory and communication skills.

PROCESS: You may use the activity sheet for a grade if needed or substitute your own questions.

ACTIVITY SHEET

GETTING IT TOGETHER

INTRODUCTION

1. What is the purpose of advisory class?

2. What are some ways of showing a person you are listening through body language? Name at least 4.

3. What is paraphrasing?

4. Name the communication stoppers we studied. (8)

5. Give short definitions of four communication stoppers.

6. Give two reasons why we use circle seating.

TITLE OF ACTIVITY: Find A Person Who Is

TIME NEEDED: One Session

MATERIALS NEEDED: Find a Person Who Is . . . Activity Sheet and Pencil

GROUP SIZE: One A-A Group

PURPOSE: Students will be given the opportunity to interact with other students and learn something new about them.

GOAL CLASSIFICATION: Understanding Others
C. Relationships and Roles
    4. Classmates

ACTIVITY: Ask students to fill out the Find a Person Who Is . . . Activity Sheet. Have them share their responses with others. Discuss with students how they found the people for each statement and what they have learned about the other students while doing this activity.

PROCESS: Have students complete the Student Feedback Activity Sheet.

FIND A PERSON . . . ACTIVITY SHEET

Find a person who . . .

1. has read a book just for fun in the last three weeks. ____________________
2. plays a musical instrument. ____________________
3. paints pictures. ____________________
4. has been camping recently. ____________________
5. has ever written a letter to the editor of a newspaper. ____________________
6. has been to a foreign country. ____________________
7. thinks women with small children should not work. ____________________
8. is the only child in the family. ____________________
9. had a scary dream last night. ____________________
10. wants to be a teacher some day. ____________________
11. has taken karate lessons. ____________________
12. wears seat belts when riding in a car. ____________________
13. thinks most laws are not necessary. ____________________
14. would be willing to donate his/her body to science. ____________________
15. thinks it's a good idea to quit school. ____________________
16. thinks marijuana is no more a drug than alcohol. ____________________
17. has been in a serious accident. ____________________
18. rides a motorcycle. ____________________
19. can speak a different language. ____________________
20. does not have his/her name on this paper. ____________________

FIND A PERSON WHO . . .

ACTIVITY SHEET

STUDENT FEEDBACK

1. New things I learned about my classmates __________________________

2. New things my class learned about me __________________________

3. Most people in my class understand me. (circle one)

   Yes No Sometimes

4. Most people in my class like me. (circle one)

   Yes No Sometimes

TITLE OF ACTIVITY: About Me About You

TIME NEEDED: One A-A

MATERIALS NEEDED: Interview Sheet

GROUP SIZE: One A-A Group

PURPOSE: To allow students to get to know more about each other and to have a "moment" in the spotlight.

GOAL CLASSIFICATION: Getting Acquainted
I

ACTIVITY: Have students "pair up" and interview each other using the interview sheet. Each partner will then introduce the other to the class.

PROCESS: Could be used to introduce interviewing skills and go beyond the interview sheet.

INTERVIEW SHEET

FULL NAME: ______________________________

BIRTHDATE: ______________________________

LAST BOOK READ: ______________________________

FAVORITE BOOK: ______________________________

MAGAZINES LIKES: ______________________________

FAVORITE MOVIE: ______________________________

FAVORITE SONG: ______________________________

FAVORITE SINGER: ______________________________

FAVORITE SPORT: ______________________________

BEST SUBJECT IN SCHOOL: ______________________________

FAVORITE FOOD: ______________________________

HOBBIES: ______________________________

FAVORITE VACATION SPOT: ______________________________

FAVORITE PLACE TO "GET AWAY" ______________________________

FUTURE PLANS (CAREER): ______________________________

FAMILY TRADITIONS: ______________________________

PERSON WHO MUST INFLUENCES: ______________________________

IF I COULD HAVE ONE WISH: ______________________________

ONE THING I LIKE ABOUT ME: ______________________________

TITLE OF ACTIVITY:	Staff
TIME NEEDED:	One A-A
MATERIALS NEEDED:	None
GROUP SIZE:	One A-A Group
PURPOSE:	To introduce students to new faculty or staff who are in the building.
GOAL CLASSIFICATION:	Getting Acquainted New Staff
ACTIVITY:	If possible, have new staff members come into class and introduce them to the students. If not, find out as much about that person as you can or have a student interview that person and report to the class.
CUES:	Just as every school year brings us new students, it also brings us new faculty and staff members. The new people on our staff this year are - - - (may list on board)
PROCESS:	Say a new staff person's name and see how many positive qualities students can come up to describe or identify this person.

FACULTY/STAFF INTERVIEW

NAME OF FACULTY/STAFF MEMBER: ________________________________

JOB ASSIGNMENT: ________________________________

INTERVIEWER: ________________________________

BACKGROUND INFORMATION

1. WHAT ARE YOUR RESPONSIBILITIES? ________________________________

____

____

2. HOW DID YOU PREPARE TO DO THIS JOB? ________________________________

____

____

3. HOW MANY YEARS HAVE YOU WORKED IN A SIMILAR POSITION? ____________

4. WHERE DID YOU WORK PREVIOUSLY? ________________________________

____

5. WHY DO YOU WANT TO WORK AT OUR SCHOOL? ________________________________

____

____

____

6. IS THERE ANYTHING ELSE THAT YOU WOULD LIKE TO TELL ME ABOUT YOURSELF THAT I COULD SHARE WITH MY ADVISORY CLASS? ____________________

____

____

____

____

____

TITLE OF ACTIVITY: Building Changes

TIME NEEDED: One A-A

MATERIALS NEEDED: Map of Building

GROUP SIZE: One A-A

PURPOSE: To let students become aware of any changes in the building or movement of classes, etc. which have occurred.

GOAL CLASSIFICATION: Getting Acquainted
Facilities

ACTIVITY: Give each student a map of the building and go over any changes with them. Discuss any changes they have noticed.

CUES: Many times we take for granted that everyone has been here for a while and knows where all rooms are located. However, sometimes teachers change rooms or new students enroll who were not with us last year.

PROCESS: After a discussion about the floor plan of the building the teacher can give out another blank copy of the school and see how many spaces can be correctly filled in by students. May want to pair them up to do final activity.

TITLE OF ACTIVITY: Personality Differences Between Boys and Girls

TIME NEEDED: One Session

MATERIALS NEEDED: Paper and pencil for each small group. Optional: large piece of construction paper, butcher paper or chalkboard and chalk for group consensus, to be subdivided.

GROUP SIZE: One A-A group divided into pairs

PURPOSE: To help students become sensitive to personality differences between boys and girls. (Personality difference, differences in likes and dislikes, and so on - not so much physical differences)

GOAL CLASSIFICATION: Looking at Others Relationships

ACTIVITY: Begin the session by telling the group that for the first part of the period they are to divide into pairs, with two girls or two boys in each pair. If you have an even number of boys and girls you will have no problem. However, you might have to have three girls in one group or three girls in one group or three boys in one group (or it might be fun to have one boy-girl group if you have an odd number). Tell each that they are to make a list of all things that they think are different about boys and girls. When the giggling stops, tell them to forget physical differences they're already aware of those. Tell them you want them make a list of all the things they think are "girl things" or that boys like to do (that they think are "boy things") habits, personality traits, ways of acting anything they can think of.

Give them ten to fifteen minutes to complete their lists For the last part of the discussion, bring them back into the group and allow each pair to share its list. If time remains in this session, compile one group list. You might appoint a secretary to list, on large pieces of construction paper or butcher paper, the consensus of this group - eliminating statements that are the same for both boys and girls - and including only those statements that the group agrees are specifically "boy statements" or specifically "girl statements."

PROCESS: Arriving at group consensus would be part of processing. Allow for discussion of statements, including possibly noting that there are many statements which apply to both boys and girls.

TITLE OF ACTIVITY: Reactions of Boys and Girls To Each Other

TIME NEEDED: Two Sessions

MATERIALS NEEDED: None

GROUP SIZE: One A-A Group

PURPOSE: To help students recognize how boy and girl differences (personality differences, differences in likes and dislikes, and so - not so much physical differences) cause boys and girls to react to each other differently.

GOAL CLASSIFICATION: Looking at Other Relationships

ACTIVITY: Briefly discuss boy and girl differences (personality likes and dislikes, etc.) and the say:

"Today I want you to be thinking about the main problems girls have in getting along with boys. Let's really get it out in the open and be honest about it today. You can tell us about a problem you have in getting along with a boy or a girl, or you can tell us about problems in general that you think kids your age have in getting along with boys and girls. The we'll talk about them and see if we can come up with any possible answers for handling those situations."

After you've said that, encourage the children to offer experiences about communication difficulties with the opposite sex and look for similarities in responses; for example, if someone says, "Boys are always teasing me and calling me names and I don't know what to do about that," (you might say after you've reflected on what she said), "Does anyone else have that problem?" See if other girls have that problem, and then have the group analyze why they think it happens.

PROCESS: Just let the analysis of the problem carry on until the end of discussion. This activity could possibly be expanded into three sessions.

TITLE OF ACTIVITY: Roles

TIME NEEDED: One session

MATERIALS NEEDED: Activity Sheet

GROUP SIZE: One A-A group

PURPOSE: To help students become aware of the different roles we play in various relationships.

GOAL CLASSIFICATION: Looking At Others: Relationships

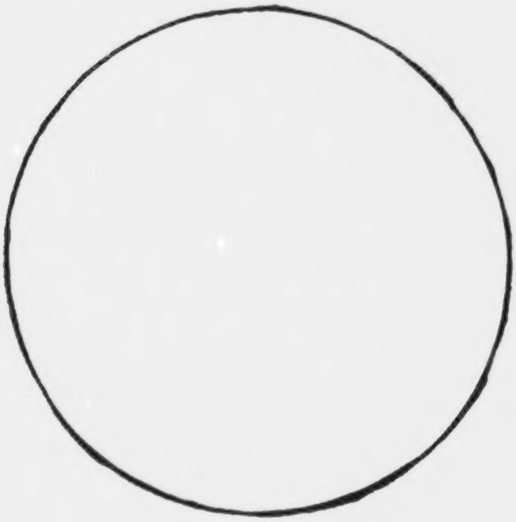
ACTIVITY: Each student is given an activity sheet and asked to divide the circle into wedges representing the amount of time spent in each role. Students are to label the parts.

PROCESS: Discussion questions or these can be written on worksheet:
Is there any role you would like to be in less often?
Is there one that you would like to be in more often?

ACTIVITY SHEET

ROLES

The circle represents all of the time you spend with other people. How much of the time are you a follower? a leader? an observer? a loner? a rebel? Divide the circle into wedges and label the parts.



Is there any role you would like to be in less often?

Is there one that you would like to be more often?

TITLE OF ACTIVITY: Developing Trust

TIME NEEDED: One session

MATERIAL NEEDED: 3" x 5" cards or sheet of paper

GROUP SIZE: Any size

PURPOSE: To develop feelings of trust through anonymous sharing of secrets.

GOAL CLASSIFICATION: Looking at Other Relationships

ACTIVITY: Give each students a 3" x 5" card. Tell the group members to turn around so their backs are to the circle and tell them to write a secret on the card. They do not put their names on the card. The secret should be something no one or almost no one knows. Put the cards in a paper bag. Mix up the cards. Have each student select one and read it aloud. Complete this process around the circle until all cards are read.

CUES: Today we will discover how much we can trust each other by sharing something about ourselves.

PROCESS: Discuss the feelings the students had when one of their "secrets" was shared.

TITLE OF ACTIVITY: Who Do We Trust - And Why

TIME NEEDED: One session

MATERIALS NEEDED: None

GROUP SIZE: Any number

PURPOSE: To become aware of what kind of people each of us trusts

GOAL CLASSIFICATION: Looking at Others Relationships

ACTIVITY: Kids share the type of person they trust and don't trust with each other. Someone in the group should be asked to write down what is said about trust behaviors.

CUES: "Today I want you to think about someone you really trust and someone you don't trust. I also want you to think about why you do or don't trust them. Are there any characteristics you may have identified that may be synonymous with the kind of people you trust?"

PROCESS: Ask if anyone has any questions for other group members who have shared. Focus on the different perceptions group members have of what constitutes a trustworthy person.

TITLE OF ACTIVITY: Super Student

TIME NEEDED: One session

MATERIALS NEEDED: Activity Sheet - Super Student

GROUP SIZE: One A-A group

PURPOSE: Student will be encouraged to evaluate positive peer characteristics and receive positive feedback from their peers.

GOAL CLASSIFICATION: Looking at Others

ACTIVITY: Have students discuss the characteristics of a good student. Students are asked to fill out the activity sheet. Tell them that a different student's name is to go in each of the blanks, boys on one side, girls on the other. (If you have smaller or larger class, you can add or subtract categories). Give students the opportunity to share who they identified and why they chose that person.

PROCESS: Discuss how much students agree or disagree with how they were identified.

ACTIVITY SHEET

SUPER STUDENT

INSTRUCTIONS: You may choose one boy and one girl who best fit the descriptions below. You may have some blank spaces. Everyone's name will appear once.

Boys	Girls
Friendliest ______________	Friendliest ______________
Best Citizen ______________	Best Citizen ______________
Best Athlete ______________	Best Athlete ______________
Most Popular ______________	Most Popular ______________
Best Dancer ______________	Best Dancer ______________
Best Sense of Humor ______________	Best Sense of Humor ______________
Most Helpful ______________	Most Helpful ______________
Neatest ______________	Neatest ______________
Best Sportsmanship ______________	Best Sportsmanship ______________
Most Attractive ______________	Most Attractive ______________
Kindest ______________	Kindest ______________
Strongest ______________	Strongest ______________
Best Artist ______________	Best Artist ______________
Neatest Handwriter ______________	Neatest Handwriter ______________
Coolest ______________	Coolest ______________
Most Considerate ______________	Most Considerate ______________
Easiest to Get Along With ______________ ______________	Easiest to Get Along With ______________ ______________
Hardest Worker ______________	Hardest Worker ______________

TITLE OF ACTIVITY: Order A Friend

TIME NEEDED: One session

MATERIALS NEEDED: Order a friend activity sheet

GROUP SIZE: One activity group

PURPOSE: To help students become more aware of the characteristics they feel are important in a friendship.

GOAL CLASSIFICATION: Looking at Others
  Relationships

Discuss what friendship is to different people. Have students fill out the activity sheet. Allow them to share their friendship order and why they value different qualities in a friend.

PROCESS: Have students write an "imaginary letter" to a friend thanking them for being a friend.

ACTIVITY SHEET

ORDER A FRIEND

To find a friend, you have got
to be one yourself...so start
looking and remember, there's
someone looking for you, too!

PRETEND TO ORDER A FRIEND

The boys and girls in your room at school might like to fill out blanks like this and pass them around or display them on a bulletin board. This would be a good way to find out their friendship needs.

YOUR NAME ______________________________ DATE __________

If you could order a friend, what kind would you send for?

Suggested names: ______________________________________

Age ____________ Height ____________ Weight ____________

Favorite color ________________ Favorite music ______________

Favorite school subject __________ Favorite sport ______________

Favorite food _________________ Favorite animal _____________

Other special interests ____________________________________

On the back of the page, write five sentences giving more information about the type of friend you would order!

CHECK THE WORDS THAT DESCRIBE
THE KIND OF FRIEND YOU ARE!

( ) Dependable

( ) Fun

( ) Honest

( ) Thoughtful

( ) Polite

( ) A good sport

( ) Understanding

( ) Forgiving

( ) Loyal

TITLE OF ACTIVITY: Friendship

TIME NEEDED: One session

MATERIALS NEEDED: None

GROUP SIZE: One A-A group

PURPOSE: To introduce the concept of friendship in the group and to begin to identify what friends are.

GOAL CLASSIFICATION: Looking at Others
  Relationships

ACTIVITY: After students are seated in a circle, ask them the following questions:

1. How many of you have a best friend?
2. How many of you have a friend now that you didn't like before?
3. How many of you have a good friend of the opposite sex?
4. How many of you have had a fight or argument with a friend recently?
5. How many of you have a brother or sister who is also your friend?

CUES:

1. Tell students to vote "yes" by raising their hands and "no" by putting their thumbs down.
2. After they have responded to the questions, say: Right now, I'd like you to close your eyes and think of someone who is now or who used to be a friend.
3. After about twenty-five seconds say, "Who would like to tell us about a friend and about how you know this person is you friend?
4. A. After discussion is going well, try to keep it in the area of telling about a friend, how the student knows he has a genuine friend, how they met, and so forth.
    B. Reflect back on these contributions as they are made to you.
5. Watch the clock. When there are five minutes left, cut off the discussion and ask the students to remember what others have said. (have non-contributors do the remembering)

PROCESS: In the time you have left at the end, ask the group to discuss the following sentence fragment in light of the activity's completion:
"My idea of a friend is one who..."

TITLE OF ACTIVITY: Relationships and Roles - Teachers

TIME NEEDED: One or two sessions

MATERIALS NEEDED: True - False activity sheet accompanying this page

GROUP SIZE: Any size

PURPOSE: To dispel common misconceptions about how teachers are different

GOAL CLASSIFICATION: Looking at Others
  Relationships

ACTIVITY: Teacher and students complete True - False checklist. (Students complete checklist anonymously). Collect and tally on board. Compare teacher results with group results.

CUES: Focus on stereotypes and misconceptions that most frequently appear on the checklist.

PROCESS: Discuss commonalities vs. differences between teachers and students.

ACTIVITY SHEET

THE TRUTH ABOUT TEACHERS

Directions: Read each of the statements below and check (T) if the statement is True and (F) if the statement is False.

DO NOT WRITE YOUR NAME ON THIS PAPER

		TRUE	FALSE
1.	Teachers are usually mad.	____	____
2.	Teachers dislike most kids.	____	____
3.	Teachers are usually not happy.	____	____
4.	Teachers usually like to punish kids in trouble.	____	____
5.	Teachers give tests to make kids look dumb.	____	____
6.	Most teachers never cry.	____	____
7.	Most teachers seldom laugh.	____	____
8.	Teachers never try to understand their students.	____	____
9.	Teachers don't know how to show love.	____	____
10.	Most teachers think they know everything.	____	____

TITLE OF ACTIVITY: Relationship and Roles

TIME NEEDED: One session

MATERIALS NEEDED: Chalkboard, signs with following labels: Leader, Observer, Follower, Loner, Rebel

GROUP SIZE: One A-A group

PURPOSE: To help students become aware of the different roles we play in various relationships.

GOAL CLASSIFICATION: Looking at Others
  Relationships

ACTIVITY: Today we're going to take a look at the different kinds of roles we play or act out in these relationships. What are some different kinds of relationships? (family friends, classmates, teammates, teachers, etc.). Do you know that you play a different role when you are in different relationships? In some situations, you are a leader, some a follower, etc. Does the role you are in affect the way you behave?

CUES: Write on board and ask students for definitions:

Leader: (directs) Loner: (does not participate)
Rebel: (acts out, disagrees) Observer: (watches, waits)
Follower: (goes along with the group, agreeable)

Place the labels on signs, and put them around the room. Read a situation and ask students to stand by the sign that represents the role they usually see themselves playing, without talking.

SITUATIONS:

1. A group of your friends are planning an end of the school year party.
2. Your family is on a picnic.
3. You are taking a summer school class and do not know anyone in the class.
4. This is the first meeting of your team. Last year your team was in first place.
5. You and four or five of your classmates are working on a science project.

Go around the room to the places the students are standing and interview certain ones, Ask: Was it hard to decide which role you would be in? Was anyone aware of peer pressure? How do you feel about being there? Would you like to be somewhere else?

PROCESS: Conduct a follow-up discussion with questions like: Did you see yourself moving from role to role in different situations? Why? Did you learn anything about yourself? Would you like to be in different roles most of the time

TITLE OF ACTIVITY: What Role Do I Play?

TIME NEEDED: One session

MATERIALS NEEDED: Activity sheet for each student (attached)

GROUP SIZE: One A-A group

PURPOSE: To help students become aware of the different roles we play in various relationships.

GOAL CLASSIFICATION: Looking at Others
Relationships

ACTIVITY: Give each student an activity sheet and ask him/her to complete it without consulting with each other.

PROCESS: Discuss answers to worksheet. Ask if students are happy with their roles and how they can change them if they are not satisfied with their roles.

ACTIVITY SHEET

WHAT ROLE DO I PLAY

Circle the word or words that best describe how you usually act in each situation.

1. Think of the last year you spent in school. What role did you play?

   LEADER FOLLOWER OBSERVER LONER REBEL

2. What role do you play at home?

   LEADER FOLLOWER OBSERVER LONER REBEL

3. What are you when you are with your friends?

   LEADER FOLLOWER OBSERVER LONER REBEL

4. What are you when you are at a meeting or in a club?

   LEADER FOLLOWER OBSERVER LONER REBEL

5. What are you when participating in sports?

   LEADER FOLLOWER OBSERVER LONER REBEL

6. What role do you play when you are in a completely new situation?

   LEADER FOLLOWER OBSERVER LONER REBEL

7. What are you when doing art projects?

   LEADER FOLLOWER OBSERVER LONER REBEL

TITLE OF ACTIVITY: Friendship Scale

TIME NEEDED: One session

MATERIALS NEEDED: Accompanying activity sheet

GROUP SIZE: One A-A group

PURPOSE: To show students what is involved in being a friend. This may help them in choosing and making friends as well as being a friend to others.

GOAL CLASSIFICATION: Looking at Others
Relationships

ACTIVITY: Give each student a copy of the Friendship scale activity sheet. After completing it, total up the points and discuss results.

CUES: Final Cue: The point of this exercise is not to give yourself a "grade" and stop there. Rather this can be a help to start you thinking about how to be a good friend. Then having friends will come naturally.

PROCESS: Discuss in groups.

DIRECTIONS: After each statement, give yourself a score, choosing a number from 1 to 5, with 1 meaning you are poor at the quality described and 5 meaning you're very good at it.

TRAIT SCORE

1. I respect people. _____
2. I accept people. _____
3. I let people know they are important to me. _____
4. I am sensitive to the feelings of others. _____
5. I am kind. _____
6. I am careful about what I say about others. _____
7. I stay away from sarcasm. _____
8. I am tolerant of others' mistakes. _____
9. I stand up for my friends. _____
10. I am understanding about other people's problems. _____
11. I am a friend to the friendless. _____
12. I consider the viewpoint of others. _____

What's your total? _______________

55-60 You're a super friend.

30-55 Not bad, but could be better.

13-30 You need to work on it!

TITLE OF ACTIVITY: In What Ways (part I)

TIME NEEDED: One session

MATERIALS NEEDED: Chalkboard

GROUP SIZE: Any number - divide into task groups of four to six members.

PURPOSE: To develop skills in expressing affection.

GOAL CLASSIFICATION: Looking at Others
  Relationships

ACTIVITY: On the chalkboard, the teacher should write these "What Ways" questions:

1. In what ways might I give pleasure to others?
2. In what ways might I encourage others to please me?
3. In what ways might I show a person that I value his friendship?
4. In what ways might I gain the respect and love of all human beings?

CUES: Each group is assigned one question. The task is to come up with a list of at least ten ways in which an individual might go about improving his relationship with others.

PROCESS: Go over the ten ways each group has come up with to improve his relationship with others. Try to identify some common ideas identified by each task group and process these items as well.

TITLE OF ACTIVITY: In What Ways (part II)

TIME NEEDED: One session

MATERIALS NEEDED: The list from previous session where ten ways of improving relationships were formulated.

GROUP SIZE: Any number

PURPOSE: To prepare a plan for personal improvement.

GOAL CLASSIFICATION: Looking at Others
Relationships

ACTIVITY: Using the list prepared previously, each student will come up with a written statement containing the following information:

1. What the individual intends to do.
2. How he indents to do it.
3. When he intends to do it.

CUES: We will continue with the exercise we started last period.

PROCESS: Written scheme is shared with others. In it, doing the scheme becomes a commitment and an affirmation of an individual's intention to improve his relationship with others.

TITLE OF ACTIVITY:	In What Ways (part III)
TIME NEEDED:	One session
MATERIALS NEEDED:	None
GROUP SIZE:	Any number
PURPOSE:	To share with the group how the scheme was put into effect and its success.
GOAL CLASSIFICATION:	Looking at Others Relationships
ACTIVITY:	Allow about two weeks for an individual to put his/her scheme into effect. In reporting make provisions for: 1. Sharing of experience 2. Acknowledgement of progress 3. Commending individuals 4. Encouragement for continuing growth
CUES:	Each of you has been working the last two weeks on improving relationships. Today we'll see how much progress you have made.
PROCESS:	After each has shared their progress, offer encouragement for continued growth. Elicit form the group which item seems to be the most difficult to attain. Ask what kind of effort is needed to ensure the attainment of these personal goals that seem to be more formidable in achieving than others which may be less difficult to achieve.

TITLE OF ACTIVITY:	Machine
TIME NEEDED:	10-15 minutes
MATERIALS NEEDED:	None
GROUP SIZE:	One A-A
PURPOSE:	To teach students the value of working together as a group or team.
GOAL CLASSIFICATION:	Relationships Communication
ACTIVITY:	Demonstrate a motion in front of the class. Make a motion similar to that of a machine. Have your partner add on to your "machine" by adding another motion. Then one by one, have the students come up and add their own motion or sound to the "machine". Also, make noises that would match your motion.
CUES:	Today we are going to work as a team in "inventing" a machine. Notice what happens to our "machine" if one member should "break down".
PROCESS:	Explain the importance of working together. Ask students if they understand how the machine game could help them work better with others. Ask how you can communicate with other people without using words. Explain the importance of being able to communicate without the use of words.

TITLE OF ACTIVITY: What Would You Do If...

TIME NEEDED: One A-A or as many as necessary for discussion.

MATERIALS NEEDED: Ditto with eight situations listed, pencil or pen.

GROUP SIZE: Any number

PURPOSE: To allow students the opportunity to look at everyday situations and discuss solution.

GOAL CLASSIFICATION: II. Looking at Others
    1. Relationships

ACTIVITY: Give each student the handout and have them take approximately 5-10 minutes to complete individually. Then go through each item and allow each student time to discuss his answer.

CUES: As you go through the handout if you have a difficult time deciding upon an answer choose the one most in line with what you would do.

PROCESS: Each person has experiences similar to the ones we discussed. What ideas did you get about solving problems form the ones we discussed?

ACTIVITY SHEET

WHAT WOULD YOU DO IF...

1. One of your brothers or sisters seemed to be ignoring you?

____ Pretend not to care.

____ Try harder to be friendly myself.

____ Keep to myself.

2. You wanted to go to a party and thought you didn't have the right thing to wear?

____ Sulk, pout, or cry.

____ Not go to the party.

____ Fix up an old dress or suit.

3. Dad asked you to do some job around the house on the day of the Scout Picnic?

____ Get mad and make a fuss.

____ Miss the picnic.

____ Ask to do the job another day.

4. Other students had more spending money than you?

____ Keep away from them when they were spending.

____ Beg parents for more money.

____ Try to earn some money at a part-time job.

5. A friend gets a new bike like the one you've been wanting but can't afford?

____ Try and find something wrong with the bike.

____ Say "Gee, I'm glad you got it even if I can't have one."

____ Stop being their friend.

6. You aren't doing well in one of your classes at school?

____ Blame the teacher.

____ Ask the teacher what to do about it.

____ Try to get out of the class.

7. Your mother asked you to vacuum the floors and you were reading a book?

____ Refuse to do it.

____ Continue to read your book thinking that you will do it later.

____ Cheerfully agree to help.

8. You envy a brother/sister because of some talent that makes them popular?

____ Try and copy the things he/she does.

____ Criticize him/her.

____ Develop an ability of your own.

ACTIVITY SHEET

"BIG MOUTH"

the end of the first day of school. You're walking home with your friend Bob. He asks you how you like your new teacher, Mr. Pressman. You feel like a bigshot and say...

Just then, you notice that Mr. Pressman is walking right behind you. He must have hear you. That night...

What should you do? ____

____

____

What should Mr. Pressman do? ____________________________________

____

____

TITLE OF ACTIVITY: Becoming A Good Listener

TIME NEEDED: One A-A period

MATERIALS NEEDED: Copy of "Affirmations for a Loving Listener"

GROUP SIZE: Any number

PURPOSE: To present guildelines for students to follow to become better listeners.

GOAL CLASSIFICATION: II. Looking at Others
  2. Acceptance

ACTIVITY: Taking the "Affirmations...." list, read through each item one by one discussing and explaining each one as you go along.

CUES: Are you a good listener? What qualities make a good listener? Have you ever talked to someone only to feel that they were not listening? Lets go over some ways we can all become better listeners.

PROCESS: After going over all seven items, ask students what things could they each do to become better listener. Each could monitor others in the group to point out times when active listening is not taking place.

AFFIRMATIONS FOR A LOVING LISTNER

1. I will try to concentrate on what you are saying. I will train myself to put my work aside, the paper aside, anything aside and turn off what I'm thinking to focus on your words.

2. I will try to feel what you are feeling. This may be hard, but I will certainly make the effort to get behind your words and experience what is in your heart.

3. I will give you a chance to say it all. I will hold my tongue and not comment too soon.

4. I will try to prime your pump. I will ask questions. Sometimes I will say back to you what you have said until we both fully understand what you mean.

5. If I feel even the smallest anger from you toward me, I will try my best to control my fire.

6. I will not cop out by giving no answer when an answer is important. I will remember that silence is sometimes effective, but sometimes it's cowardly.

7. When you are hurting because you're down on yourself, I will assure you again that no matter what you think of you, I am still up on you.

TITLE OF ACTIVITY: Role Playing

TIME NEEDED: One A-A period

MATERIALS NEEDED: None

GROUP SIZE: Any number

PURPOSE: To gain skills in effective listening.

GOAL CLASSIFICATION: Looking at Others
  1. Relationships

ACTIVITY: Have students pair up for role playing. Have one person tell something important and have the other one ignore the person talking. After a minute or two switch roles. After each person has had an opportunity to play both roles talk about what they felt like being ignored.

CUES: Have you ever tried to talk to someone only to have them ignore you? How did you feel? Let's try an activity to get some first hand experience on being ignored.

PROCESS: After each student has played both roles discuss their feelings. Pair them up again and do the same thing except have them practice listening to the other person. Discuss difference between listening and not-listening.

TITLE OF ACTIVITY: Getting It Together - Relationships

TIME NEEDED: One A-A period

MATERIALS NEEDED: Activity Sheet - Getting It Together - Relationships

GROUP SIZE: One A-A

PURPOSE: To allow students to pull together the information gained from this section and organize it for their use.

GOAL CLASSIFICATION: Looking at Others
Relationships

ACTIVITY: Have students complete the activity sheet and discuss their answers.

CUES: Today we are going to think about all the activities we have done and the information we have learned from this section.

PROCESS: You may use this sheet as a grade if needed or construct your own questions from what you have covered in advisory.

ACTIVITY SHEET

GETTING IT TOGETHER RELATIONSHIPS

1. What are some differences and similarities between boys and girls personalities. (name 3 of each)

2. Which of the roles that I assume in my relationships do I like best? Explain why.

3. How do you choose a friend? Name 3 qualities you look for and tell why.

4. What did you learn about friendships that you could apply to your relation ships now? (name 2)

5. Why is it important for people to learn to work together.

6. Name 4 things a good listener will do.

TITLE OF ACTIVITY: Aggressive, Assertive and Nonassertive Behaviors

TIME NEEDED: One A-A

MATERIALS NEEDED: Definition sheet (teacher only)

GROUP SIZE: One A-A

PURPOSE: To introduce three types of behaviors to students for the purpose of teaching students an assertive response for developing positive relationships.

GOAL CLASSIFICATION: Looking at Others
Peer Pressure

ACTIVITY: Put three terms (nonassertive, assertive, and aggressive) on board and discuss with students the meaning of each word and how it relates to behavior and reactions of others.

CUES: We are going to discuss three types of behaviors that have an influence on our relationships and our feelings toward ourselves.

PROCESS: Use this session to set the stage for future discussions and role plays concerning peer pressure responses. Discuss other definiations used in assertive behavior.

ASSERTIVE BEHAVIORS

DEFINITION SHEET

Nonassertive - the behaviors that allow others to violate our rights or allow us to violate them ourselves. The nonassertive approach relies on indirection or hopes for mind reading on the part of the other person. But the nonassertive person pays a price in lowered self-esteem, unmet needs, and possible escalation of the conflict in the future. Nonassertive behavior encourages the growth of the kind of secret resentments that weaken relationships.

Assertive - behavior that is the expression of one's rights, honest opinions needs, and feelings in such a way as not to infringe on another's rights, opinions, needs and feelings. Assertive responses show respect for the other person's behavior while positively expressing one's right to determine one's own behavior. In this way, assertiveness encourages real sharing, and even intimacy, and nurtures relationships. Assertive behaviors are expressed in a harmony of verbal and nonverbal messages so that they are accompanied by eye contact, calm appearence, and clear, appropriate voice tone.

Aggressive - behavior that expresses one's rights, opinions, needs, and feelings combatively and in disregard for the other's rights. The other person is put down, humiliated, or threatened, verbally or with body language. Aggression may be direct, but is often indirect. Aggression is often expressed through sarcasm, gossip, telling of secrets, manipulation, spitefulness. Disregard for another through overbearing, pushy, or even vengeful behaviors.

(These distinctions are particularly important when persons attempting assertibeness may be made to feel somehow disqualified by the accusation that they are being aggressive. When trying new behaviors, it can be helpful to forewarn those we will be dealing with and ask for their help. People taken by surprise with a new behavior can be resistive to it.)

Peer Pressure - pressure from peers to think as they think and do as they do.

Authority figure - a person or persons in charge or control or has influence that creates respect and influence.

Self-esteem - feeling of worth a person has about him/herself.

Values - principles or ideals that are important to an individual in his/her life.

Manipulation - to manage by clever use of influence.

Role-play - to act in a part not normally ones own.

Body-language - the gestures or actions one uses to convey meaning other than spoken.

Empathy - the complete understanding of another's feelings, motives, etc.

Anxiety - troubled, worried or uneasy feeling, apprehension, dread, misgiving

TITLE OF ACTIVITY: Behavior Role-plays

TIME NEEDED: One A-A or more

MATERIALS NEEDED: Role play sheets

GROUP SIZE: One A-A

PURPOSE: To allow students to model nonassertive, assertive and aggressive behaviors in role-play situations.

GOAL CLASSIFICATION: Looking at Others
Peer Pressure

ACTIVITY: Use the role play situation on the following sheet having students respond and other students to decide what type of behavior is used and which behavior is most effective in expressing oneself and not infringing on the rights of others.

CUES: Today we will model the three types of behavior we have been discussing in role-play situations.

PROCESS: Have students discuss the effectiveness of each type of behavior and ask student to practice assertive behaviors with their peers before the next meeting and discuss the results with the class.

PREPARING FOR ROLE-PLAYS

1. Prepare the group for role-plays by indicating that there will be no judging of the quality of the role-plays. Everybody's contribution is valued and worthwhile.

2. According to the size of your group or the style that is most comfortable, divide the group into twos and threes with each doing it's own role-play situation; or you may want to recruit volunteers to work in front of the group.

3. Limit clearly the scene to be enacted and clearly define and limit the character's position.

4. Role-plays should be brief. A leader should cut the action at a crucial moment to maintain group involvement.

5. Assign an observer whose task is to take notes for later feedback on voice tone, body language, rights asserted, techniques used. Encourage group members to comment on the observer's feedback.

6. Because role-playing can stimulate identification in both players and audience, it is helpful to have participants share how they felt as they played their roles. The leader might want to ask how they feel they are different from their roles.

ACTIVITY SHEET

ROLE PLAYING

1. Three of your friends are staying at your house for the night. Long after your parents have gone to bed, your friends want to sneak out, take your family's car, and drive to an all-night bar near the beach. You...

2. There have been many thefts in the locker room. Locks have been removed and money and jewelry taken during gym classes. You arrive at the locker room late one day and see a classmate taking money from a purse. although you are aware that he/she is very troubled, you tell your classmate that you are going to report this to the teacher. He/she pleads with you not to report the incident. You decide...

3. As a party is breaking up, you are aware that the person who drove you and your friends to the party has had a lot to drink and shouldn't be at the wheel. You consult with the others, but no one else seems to want to say anything to the driver. So you...

4. Your boy/girl friend tells you that he/she met some new people who are very sophisticated. He/she has accepted their invitation to a party and is bringing you to meet them. As you enter the room, you are aware that this is a heavy drug scene, and your friend knows you don't do drugs. You...

5. You lent a friend $25 to pay a parking ticket so his/her family wouldn't find out about it. At the time, your friend was broke and panicked, but said you would be paid back in two days. Four days have passed, and the money hasn't been mentioned. You decide you'll...

6. You are very certain that you want to go to college but your parents, who you think like to run you life, are wondering about your goals. Your father tells you that unless you are sure of your major, you can't go. You are a junior in high school and have no idea of the field in which you will find your life's work. You tell them...

7. You and a friend got permission to do a research paper as a team. While searching for sources in the library, you discover that your friend has copied his/her part of the paper word for word. You tell your friend...

8. While you are walking around in a department store one afternoon with a group of friends, you realize that two of them are stealing small items. You pick something up, and one of them tells you it would look great on you. Although you agree, you reply that you can't afford it. Your friend whispers to you to steal it, and before you can answer, he/she has tucked it away. You...

9. The school district has installed bright lights around the school grounds for security. After a dance one night, your friends are driving out of the parking lot when one of them complains about the new lights. You agree, saying it makes the building look like a prison. The driver turns the car around, stops near the light, and leads the way as the others pick up stones to throw at the light bulbs. You...

10. The track shoes you bought three weeks ago are showing signs of wear. The stitching is coming out the the innersole is worn. You take them back to the sporting goods store.

11. A friend phones late at night to say that he has just broken up with his girl friend and he needs to talk to someone. You have a test the next morning for which you are studying.

12. You and a friend are visiting a strange city and are looking for a special restaurant you've heard about. It is late at night and the neighborhood looks somewhat rough. You can't find your destination so you pull over to the curb where you see two people talking. You ask them for directions which they give quite pleasantly. Somewhat as an afterthought, they mention they are going in that direction and wonder if you would be able to give them a lift.

13. You are being interviewed by a college admissions counselor at the school you would like to attend. The counselor notices that you haven't worked or attended any special programs for the last two summers and wonders why

14. A person in your math class suggests you collaborate on a take-home test after the teacher has instructed the class that the tests are to be done without help.

15. Your friends want you to use your father's car while your parents are away. You won't.

16. A friend tries to convince you to take a new drug. You sometines smoke, but you tell her you don't want to tty this new stuff. Then she asks to borrow money to buy drugs.

17. Your parents don't like one of your friends and talks to you about not seeing him anymore. You want to continue the relationship.

18. Before the championship game many of your teammates on the basketball squad are doing drugs. One tries to get you to take some too.

TITLE OF ACTIVITY: Assertive Behavior

TIME NEEDED: One A-A or more

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To give students the steps to being assertive and help them to learn how to use these steps in relating to their peers.

GOAL CLASSIFICATION: Looking at Others
  Peer Pressure

ACTIVITY: Go over these steps with the class.

1. Access the situation - what's going on.
2. Decide what to do - do you need to take action?
3. Act:
    a. Say, no and keep repeating it
    b. Take the offensive
    c. Leave
    d. Accept a workable compromise if it is appropriate
    e. Offer a better alternative
    f. Refuse to discuss the subject any further
    g. Talk about something else
4. Check your body language!
5. Do not be intimidated by vague threats.
6. Do not allow yourself to feel guilty.

PROCESS: Use these steps in practicing the role plays in the next section.

TITLE OF ACTIVITY: Rights of Self-assertion

TIME NEEDED: One A-A

MATERIALS NEEDED: Rights of Individuals Sheet

GROUP SIZE: One A-A

PURPOSE: To give students a basis for allowing themselves to be assertive, letting others know who we are and what we need.

GOAL CLASSIFICATION: Looking at Others
  Peer Pressure

ACTIVITY: Ask students to brainstorm what rights they feel they have a right to expect from a relationship. (You may need to help them get started by giving one or two.) Discuss the rights and how they affect our lives.

CUES: Today we are going to discuss what rights we can expect to have in a relationship and what they mean to us.

PROCESS: The rights listed on the next page are an example of what we may expect. They may be changed, rewarded or rewritten to fit your group.

RIGHTS OF INDIVIDUALS

These are some of the rights that form the basis for self-assertion:

- the right to make and refuse requests;
- the right to express your opinions;
- the right not to justify;
- the right to be treated fairly;
- the right to make your own desicisons;
- the right to initiate conversation;
- the right to express affection and love;
- the right to give compliments and to express appreciation;
- the right to express annoyance, displeasure, and anger;
- the right to judge your own actions and to take any consequences for them;
- the right to say "I don't know";
- the right to make mistakes.

In exploring what these rights mean to individuals, it is important to note that of course others may have a different frame of mind or approach. Self-assertion does not make others do what we want; it only helps us feel satisfied that we have made known who we are and what we need.

TITLE OF ACTIVITY: Friendships

TIME NEEDED: One A-A

MATERIALS NEEDED: Chalkboard

GROUP SIZE: One A-A

PURPOSE: To allow the studnet to examine his/her friendships to determine if they are positive or negative.

GOAL CLASSIFICATION: Looking at Others
  Peer Pressure

ACTIVITY: Have students list positive and negative reasons for friends. Discuss difference in positive/negative friendships. After list is complete, discuss why it is important to have positive friendships. Why do we develop negative ones? (need to belong, be accepted, loneliness)

CUES Today we're going to look at why we choose certain friends or become involved in certain friendships. We can have many reasons for choosing friends, both positive and negative. Some friendships may take us in less positive directions than others. Friendships give us a sense of belonging and being liked. Sometimes we choose less positive friendships without knowing why or thinking about it.

PROCESS: Lists might include:
  Positive - sharing, common interests, support, like being together, comfortable with
  Negative - status, feel superior, put others down, material possessions

TITLE OF ACTIVITY: Peer Pressure

TIME NEEDED: One A-A

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To allow students to examine peer pressuer and to think about ways to avoid or resist negative peer pressure.

GOAL CLASSIFICATION: Looking at Others
  Relationships
    Peer Pressure

ACTIVITY: Discuss "Peer Pressure" (strong influences from people within a group to make group members do something) Discuss benefits, dangers of peer pressure and differences between positive and negative peer pressure.

CUES: Tell students that you are going to continue discussing position and negative relationships in the form of "Peer Pressure"

PROCESS: Discuss situations where students have been involved in peer pressure both negative and positive. How students have managed to turn negative pressure around to be positive etc.

TITLE OF ACTIVITY: Getting It Together - Assertive Behavior

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity Sheet

GROUP SIZE: One A-A

PURPOSE: To allow students to react to the training on assertive behavior and to evaluate what students have learned in this section.

GOAL CLASSIFICATON: Looking at Others
  Peer Pressure

ACTIVITY: Have students complete the activity sheet and discuss the answers.

CUES: Today we are going to find out what you have learned about assertive behavior.

PROCESS: Wrap up the secion on assertive behaviors and discuss the student's feeling. Use the discussion questions to further the understanding of peer pressure and assertive behavior.

ACTIVITY SHEET

ASSERTIVE BEHAVIORS

1. What is the difference between assertive behaviors, nonassertive behaviors and aggressive behavior.

2. What is peer pressure, body language?

3. What are 4 rights you have in a relationship?

4. What are 4 steps you go through in the process of assertive behavior?

5. Name 5 of the choices you have in the step of assertive behavior.

6. Have there been any occasions in which you have used this method outside your advisory class?

QUESTIONS FOR DISCUSSION

Part 1: "Everybody's Doing It"

(1) Do you think Tricia believed she was telling the truth when she said "Nobody made me do it" after she stole pills from her mother? What would you have said to her? What made her feel she had to do what she did?

(2) How is it possible for a group to influence members like Tricia without saying anything directly?

(3) There are many reasons people take drugs: curiosity, boredom, a need to relax, loneliness. Some experts say peer pressure is the most significant reason. What do you think?

(4) In looking at adult groups such as teachers, lawyers, rock musicians, athletes, homemakers, in what ways do you see the influence of peer pressure on behavior?

(5) A girl refuses to be pressured into an intimate relationship by her boyfriend. How do you think peer pressure influences the relationships of teenage couples?

(6) How does group membership help teenagers to be more individualistic? What beneficial factors does group membership provide for the development of its members?

(7) According to experts in group behavior it is possible for a group to do something even when every member taken individually would not agree to the action. How could you account for this "groupthink"?

(8) Sometimes groups agree to dangerous acts because of a false sense of group security and safety. What examples from your community or from the national or international scene could be accounted for in this way?

(9) Individuals may have roles they enact in groups without being aware they are doing so. How is this possible? What examples of such roles have you seen?

Part 2: Standing Up for Yourself

(1) You have the right to behave in your own best interests so long as you are willing to take the consequences. Can you think of situations in which the consequences could be too great?

(2) Sometimes in very close friendships, one of the friends begins to rethink the relationship. What might cause this?

(3) Guilt, threats, and reason are all ways of manipulating another person. What other ways can you think of? Is assertiveness manipulative?

(4) Hank has decided to make a new choice, to stop doing drugs and to act in his own self-interest. If you were Hank how would you see your responsibility to Matt?

(5) The broken record technique for assertiveness suggests repeating your position without explanation. What is the effect of not explaining your position to the other person?

(6) The technique called fogging calls for one party to agree with the criticism of the other, but without giving in.

(7) Diane finally refuses to discuss this matter anymore. Is she being fair? Does it matter? How does she see her behavior?

(8) How can assertiveness training help a person deal with real but unstated peer pressure?

(9) What is the difference between assertive behavior and aggressive behavior? Can you think of some examples?

(10) With whom or about what is it most difficult to be assertive?

SUGGESTED ACTIVITIES

(1) Many students who are aware of drug use have opinions about it. Have students develop and distribute a questionnaire which would be completed anonymously, to discover what these are. Results could be discussed in class, perhaps shared with the school newspaper.

(2) Sponsor a debate: Resolved, Peer Pressure Does Not Influence Adolescents.

(3) Ask students to write, anonymously, a study of a group in which they have membership, examining the making of one decision by that group. Include in the analysis the roles played by group members and the private agendas which may be operating.

(4) Assign the class a task such as planning a party, gathering information for a report, or some other activity which will involve the entire group. Ask the class to organize itself so as to complete the task. Allow part of several sessions for this. Then have the group examine how its organization took place, what roles were observed, how individuals felt during the group process, how effective were different kinds of leadership and nonleadership, how was the task accomplished if it was at all.

(5) All communities have access to experts in the field of drug abuse. Invite several such people, who might have differing views, to a class discussion on the causes of drug abuse.

	NON-ASSERTIVE BEHAVIOR	ASSERTIVE BEHAVIOR	AGGRESSIVE BEHAVIOR
Characteristics of the Behavior	Emotionally dishonest, indirect, self-denying, inhibited	(Appropriately) Emotionally honest, direct self-enhancing, expressive	(Inappropriately) Emotionally honest, direct, self-enhancing at the expense of another-expressive
Your feelings when you are engaged in this behavior	Hurt, anxious at the time and possible angry later	Confident, self-respecting at the time and later	Righteous, superior, depreciatory at the time & possible guilty later
Other's feelings about themselves	Guilty or Superior	Valued, respected	Hurt, humiliated
Other's feelings about you	Pity, irritation, disgust	Generally respect	Angry, vengeful

EVERY PERSON'S BILL OF RIGHTS

RIGHTS
The right to be treated with respect.
The right to have and express your own feelings.
The right to say "No" and not feel guilty.
The right to change your mind.
The right to feel and express anger.
The right to feel and express a healthy competitiveness and achievement drive.
The right to be treated as a capable human being and not to be patronized.
The right to have your needs be as important as the needs of other people.
The right to make mistakes.
The right to do things that other people may not approve of.
The right to do less than you are humanly capable of doing.
The right to ask why.
The right to ask for help or assistance.
The right to have and express your own opinions.

TITLE OF ACTIVITY: Values and Attitudes

TIME NEEDED: Two or three sessions

MATERIALS NEEDED: Values - Attitudes Response Questionnaire (copy for teacher only), pencils and paper

GROUP SIZE: One A-A Group

PURPOSE: To initiate discussion on topics relevant to students by eliciting honest responses to questions with students defending their reasoning and exploring the reasoning of others with different views.

GOAL CLASSIFICATION: Looking At Others
  Acceptance

ACTIVITY: Examine the values - Attitudes questionnaire for those items that will carry your discussion for the next several advisory sessions.

PROCESS: Teacher selects a few questions for class period. She reads number of question, and then question, directing student to write number and YES or NO.

When questions are reviewed, teacher just asks, "How many said YES to number ____ ?" Students raise hands and answer honestly because they don't remember question itself. When student raises his hand, he is committed to that response in the group. Conversation on why decisions were made can follow. Debates between a pro and con for each question could be set up. Again, pick "pro" debater by simple asking who answered "yes" to number 1. After debaters are chosen, the reread question to group and ask debaters to defend their position.

QUESTION OF SURVIVAL

SIMULATION/SCENARIO

The value of this activity lies in discussion on HOW choices are made.

One evening in the near future, you invite acquaintances to your home to talk to a psychology teacher whom you know personally. You turn on the radio and the Civil Defense station broadcasts that enemy planes are approaching your city, Charleston, a prime target.

Fortunately, you have a well equipped bomb shelter in your basement, so immediately you direct the teacher, your eight companions, and a mechanic who has been repairing the air-conditioning unit, to go downstairs. Shortly after you are in the shelter, a terrific blast shakes the earth, and you realize that the bomb has fallen. For four frantic hours you get static on the radio in your shelter. Finally, you hear the following announcements:

> "A bomb of great magnitude has hit the Charleston Metropolitan area. Damage is extensive; radiation is intense. All persons in shelters are warned that it would be fatal to leave before at least a month. Further bombing is expected. It is feared that all those not in shelters have suffered a fatal dose of radiation. This may be the last broadcast you will hear for some time."

Immediately you realize that there are eleven persons in the shelter which is equipped with food, water and, most important, oxygen to last eleven people two weeks, or six people for a month. When you reveal this information, the group unanimously decides that, in order for anyone to survive, five must leave the shelter. As it is your shelter, all agree that you must stay and choose the five others who are being saved.

VALUES AND ATTITUDES

RESPONSE QUESTIONNAIRE

N.B.: This is an oral activity. You do not need to reproduce this questionnaire.

Yes No 1. Do you need someone to love you?

Yes No 2. Does saluting the American Flag have meaning for you?

Yes No 3. Do you like to read about well-known people?

Yes No 4. Are you concerned about the well-being of people outside your family?

Yes No 5. Do you find it easy to forgive your friends?

Yes No 6. Do you want equal opportunities for all people?

Yes No 7. Do you like to be nice to your parents?

Yes No 8. If you had your way, would you do away with all rules concerning the way people dress at school?

Yes No 9. Do you think policemen are "pigs"?

Yes No 10. Do you think regular church attendance would be good for you?

Yes No 11. Is it very important for you to get a good education?

Yes No 12. Do you like to have many friends?

Yes No 13. Does your home give you a feeling of security?

Yes No 14. Would you break a law that you thought was wrong or unfair?

Yes No 15. Are you happy with yourself most of the time?

Yes No 16. Would you like to seek full-time employment at this time?

Yes No 17. Do you feel your parents love you?

Yes No 18. If drafted into the military service, would you serve your tour of duty?

Yes No 19. Do you like people to notice you?

Yes No 20. Is it more important to be popular with your friends than respecting the wishes of your parents?

Yes No 21. Do you respect the opinions of your friends?

Yes No 22. Would you mind going to school with students of a different color than you?

Yes No 23. Do you think parents fail to listen to teenagers?

Yes No 24. Do you think school rules are too strict?

Yes No 25. Do you think most laws are unnecessary?

Yes No 26. Is it important for you to believe in God?

Yes No 27. Do you plan to attend college?

Yes No 28. Do you like to be with your friends most of the time?

Yes No 29. Is it important for you to succeed in life?

Yes No 30. Are you willing to take on the duties, as well as, the rights and privileges of citizenship?

Yes No 31. Do you like to start an argument just to see what happens?

Yes No 32. Would you accept a part-time job at this time?

Yes No 33. Is there someone you love very much?

Yes No 34. Do you think you would burn your draft card?

Yes No 35. Do you like people who flatter you?

Yes No 36. Would you jump at the opportunity to make some extra money when you know that the method was wrong?

Yes No 37. Do you think everyone should have a right to state his opinions even though you might disagree?

Yes No 38. Do you feel that people in minority groups are being discriminated against?

Yes No 39. Do you like to smoke cigarettes?

Yes No 40. Do you like to drink alcoholic beverages?

Yes No 41. Do you believe war is right in some cases?

Yes No 42. Do you trust politicians?

Yes No 43. Do you throw trash on the ground?

Yes No 44. Would you like to help feed the poor?

Yes No 45. Can you talk to your parents at least ten minutes without being stopped or interrupted?

Yes No 46. Do you feel it is necessary to have school rules?

Yes No 47. Do you appreciate law enforcement officers?

Yes No 48. Do you attend church regularly?

Yes No 49. Do you think learning is worthwhile?

Yes No 50. Do you want people to like you?

Yes No 51. Do you like being with a group of friends?

Yes No 52. Do you like to be with members of the opposite sex?

Yes No 53. Do you think you are attractive?

Yes No 54. Do you like to work?

Yes No 55. Would you smoke a cigarette if a friend offered you one?

Yes No 56. Would you drink an alcoholic beverage if a friend offered you one?

Yes No 57. Would you kill in self-defense?

Yes No 58. Would you kill in war if ordered to do so?

Yes No 59. Do you feel our lawmakers are honest?

Yes No 60. Are you really concerned about cleaning up our water and air?

Yes No 61. Do you think most laws are fair?

Yes No 62. Do you want all your teachers to like you?

Yes No 63. Are you concerned about poor people?

Yes No 64. Do you like most of the people you know?

Yes No 65. Do you feel comfortable around the aged?

Yes No 66. Do you think it would make you happy to someday be married and have a family?

Yes No 67. In spite of all the criticisms, do you think America is a pretty good place to live?

Yes No 68. Would you like to live away from you parents?

Yes No 69. Do you like to tell people what you think of them even though it is bad?

Yes No 70. Do you like to break school rules just to see what will happen?

Yes No 71. Do you think it would be greatly rewarding to spend one's life working to make the world a better place to live?

Yes No 72. Do you have friends of other races?

Yes No 73. Do you think you are a good citizen?

Yes No 74. Is having money important to you?

Yes No 75. Are you happy most of the time?

TITLE OF ACTIVITY: Exploring Your Values

TIME NEEDED: One Session

MATERIALS NEEDED: Paper and Pencil for each student

GROUP SIZE: One A-A Group

PURPOSE: To become aware of our values by looking at what we do

GOAL CLASSIFICATION: Looking at Others
Acceptance

ACTIVITY: Students are to write down ten of their favorite things to do. Then they will code the activities. After this, group discussion about the lists should follow.

CUES: Write down ten of your favorite things to do (Wait for students to complete their lists)
Give instruction for coding:
W - Actually done this week
Q - Quiet activity
A - Done alone
(Allow time for coding)
Discuss lists in the group.

PROCESS: Instruct students to write down ten of their favorite things to do.
After list is completed, ask them to put a "W" beside the activities they have actually done this week.
Put an "A" next to the activities they can or usually do alone. Put a "Q" next to quiet activities. This coding can be suited to any values you would like analyzed by the group.
After coding is completed, instruct the students to study their lists. Conversation should follow. Also, ask them to list two or three values that are suggested by how you really spend your time compared to your original list of your favorite things to do.

TITLE OF ACTIVITY: Using Values In Making Decisions

TIME NEEDED: One Session

MATERIALS NEEDED: Pencil and paper, Using Values In Making Decisions Activity Sheet

GROUP SIZE: One A/A Group

PURPOSE: To have students examine their values by making a decision based on values

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Brief discussion on how values affect the decisions we make. Read the directions for the activity sheet and have students complete it. Using the magic circle, have students share their answers with the group.

CUES:
(1) How do values help determine the decisions we make?
(2) Read directions and allow time to complete worksheet.
(3) When you have completed the worksheet, sit in the circle.

PROCESS: Make a statement about values -- "Three things I learned about values affecting decisions are . . ."
a)
b)
c)

Using Values in Making Decisions

Listed below are some typical values of both adults and teenagers. They are based on what a group of teenagers have said are typical values. There probably are others that you feel are more important.

Opinion of others
Prestige and recognition
Helping others
Immediate pleasure
Family
Honesty
Creativity
Independence
Money
Education
Responsibility

Read over the stories that follow. They are about people who have to make decisions. Choose what *you* think the person would decide under the circumstances. Write that decision in the proper space. Select from the list of values above the value you think that decision represents. If you do not find one there that you think fits, write in your idea of the value.

1

Mr. Slagel is production editor at Straightforth Publications, Inc. He is making $18,000 a year, enjoying the chance to write, use his creative ideas, and see some of them developed. His oldest son will be entering college next September, which will be a drain on the family finances. There are four other children in the family. He is called into the president's office and offered the job of assistant vice-president at a salary of $30,000 a year. He would be handling financial accounts, personnel problems, and sales. There would not be time for creative work and the parts of his job he enjoys.

Mr. Slagel decides to ______________________

He values ______________________

____

2

Susan is interested in music and has studied the violin for the past four years. She also enjoys children—babysitting with them, teaching them, playing with them. In May, she is invited to join the community chamber group for the summer. She would be paid $2 an hour. At the same time she is asked to be recreational leader working with handicapped children. She would be paid $2 an hour for the recreational job too. She is not able to accept both invitations.

Susan decides to ______________________

She values ______________________

____

3

John is great at working on cars and engines. Next year his high school is starting a new course in auto mechanics. He has one elective not committed to subjects he absolutely has to take. However, he wants to go to the state university, which requires that he take another year of foreign language. John's decision is what course to take for that elective.

John decides to ______________________

He values ______________________

____

4

While in his junior year, Joe was thrown out of high school because he got into a fight with his shop teacher. For several months afterwards he did odd jobs and hung out with a few of his friends on his street. Later he and one of his friends were arrested for disturbing the peace. Given a choice between going to jail, returning to school, or joining the army, he enlisted. Since returning from Vietnam, Joe has worked as a dishwasher, delivery boy, hospital attendant, and volunteer playground supervisor. None of these jobs lasted more than three months. Joe would like to do something with himself, perhaps continue with training like that he received in the Army as a medic. But his friends aren't very helpful, and Joe doesn't feel he has much of a chance to improve his present situation.

Joe decides to ______________________

He values ______________________

TITLE OF ACTIVITY:	Beliefs and Opinions
TIME NEEDED:	One Session (Or as many as needed to discuss the issues)
MATERIALS NEEDED:	Copy of Values Continuum as guide for questions
GROUP SIZE:	One A-A Group
PURPOSE:	To help students to realize that on most issues there are many shades of gray and that they are more likely to move away from the either - or, black-white thinking which often occurs with controversial issues.
GOAL CLASSIFICATION:	Looking at Others Acceptance
ACTIVITY:	Identify an issue which could be controversial - such as: "Complete government control over schools" vs. "Absolutely no government control over schools". Put a line on the board showing the two opposite ends "Complete Control ___________________ No Control. Explain that: Between these ends there are numerous other positions. Ask students for their position or opinion on the issue. You may discuss these opinions as they are stated or let each person state their opinion and discuss after all opinions are voiced. Give each person the opportunity to "Pass". You may continue with the other questions or have each student answer them individually and tally later, then discuss.
PROCESS:	Did you find it difficult to be at either end of the spectrum on these questions? Did you find yourself trying to decide where you fell on these questions? How did you feel trying to decide where you fell?

VALUES CONTINUUM

PURPOSE

The values continuum serves to open up the range of alternatives possible on any given issue. Students begin to realize that on most issues, there are many shades of gray, and they are more likely to move away from the either-or, black-white thinking which often occurs when controversial issues are discussed in the classroom. The continuum also encourages students to make a public affirmation of their opinions and beliefs.

PROCEDURE

An issue is identified by either the teacher or the class. This issue may have presented itself during a class discussion or it may have been prepared beforehand by the teacher. We will use as an example the issue of government economic controls - often thought of as socialism v. capitalism. (Additional examples for all age levels are given below.)

The teacher draws a long line on the board, and he, or he and the class, determine two polar positions on the issue. For example, one end position might be: "Complete government control over economic affairs," and the other end position might be: "Absolutely no government control over the economic system." The two positions are placed on the opposite ends of the line, as shown below.

Complete Control ______________________________ No Control

The teacher then marks a series of points along the continuum, saying, "Between these end points there are numerous other positions. I am going to whip around the room and ask you to tell me where you stand on this issue. Briefly describe your position, without giving your reasons for holding that position. Tell me how much control you think is desirable and indicate where along the continuum you want to place yourself. Later you can share your reasons for your position. You may pass if you wish."

The teacher goes around the room or calls on volunteers. The students place their names on the line and briefly tell what their placement stands for. If five to ten students respond, this is usually enough to get a spread of opinion and to give everyone time to determine his own position. The teacher may then put his own name on the line and explain what his position is, or he, too, may pass.

By now every student in the room has considered the issue for himself, and a free-wheeling discussion easily begins.

2. How far would you go to be popular with your group?

DO ANYTHING, INCLUDING RISKING SAFETY	: : : : : :	DO NOTHING AT ALL

3. How much personal freedom do you have?

ALL DECISIONS ARE MADE FOR YOU	: : : : : :	COMPLETE FREEDOM TO CHOOSE FOR YOURSELF

4. How much freedom do you want?

ALL DECISIONS TO BE MADE FOR YOU	: : : : : :	COMPLETE FREEDOM TO CHOOSE FOR YOURSELF

5. How active are you in generating school spirit?

EARMUFF EDDIE	: : : : : :	CHEERLEADER CHARLENE

(Earmuff Eddie has so little school spirit that if he is forced to go to a pep assembly or game, he wears earmuffs and blinders and sits on his hands. Cheerleader Charlene gets so carried away with keeping the student body whipped into a frenzy that she doesn't know which team is winning and sometimes cheers when the other team makes a point.)

6. How do you feel about what you wear?

HOLEY HAROLD HAROLD ALWAYS HAS HOLES IN HIS CLOTHES EVEN WHEN THEY'RE NEW	: : : : : :	WRINKLE-FREE WALT WALT IS METICULOUS, HE EVEN IRONS HIS UNDERWEAR CAREFULLY

7. How do you feel about fighting?

JET-FLIGHT JERRY JERRY TAKES OFF AT THE SIGN OF ANY DISPUTE—IN THE OPPOSITE DIRECTION	: : : : : :	SCARFACE STU JUST LOOK AT STU CROSSWISE AND YOU'LL FIND HIS FIST IN YOUR FACE

8. How are you at decisions?

COMPLETE UNABLE TO MAKE DECISIONS, EVEN ABOUT WHAT TO WEAR	: : : : : :	100 DOESN'T WASTE A SECOND THINKING; MAKES LIGHTNING-FAST DECISIONS ABOUT EVERYTHING

9. How do you feel about competition?

AVOIDS ANY SITUATION WHERE THERE IS A CHANCE TO WIN OR LOSE	: : : : : :	WILL TRAMPLE ANYONE FOR THE CHANCE TO WIN, AND USE ANY MEANS

10. How much do you want from the family?

COMPLETELY DEPENDENT ON FAMILY; NO OUTSIDE INTERESTS, FRIENDS, ETC.	: : : : : :	COMPLETELY INDIFFERENT TO FAMILY; WOULD RATHER BE RID OF THEM

11. How do you feel about school?

DYNAMITE DAN STUDENTS WOULD BE BETTER OFF IF THE SCHOOL WERE BLOWN TO BITS	: : : : : :	STOWAWAY STEVE LOVES SCHOOL SO MUCH THE JANITOR HAS TO DRIVE HIM OUT OF THE SCHOOL EACH NIGHT BEFORE LOCKING UP

BEST COPY AVAILABLE

12. How much do you talk to other people?

TIGHT-LIPPED TIMMY : : : : : : : BLABBER-MOUTH BERTHA

13. What will you eat?

PICKY PAUL : : : : : : : EAT-ANYTHING-AND-EVERYTHING ELOISE

14. How do you feel about divorce?

STEADFAST STELLA – UNDER NO CIRCUMSTANCES : : : : : : MULTI-MARRYING MARTHA – AT THE DROP OF THE FIRST UNKIND WORD

15. What do you do with your money?

: : : : : : : : : : : : : :

HOARDING HANNAH WON'T SPEND A PENNY	HANDOUT HELEN SPENDS IT ALL OR GIVES IT ALL AWAY. NEVER HAS ENOUGH LEFT FOR NECESSITIES

16. How do you feel about integration?

: : : : : : : : : : : : :

FAVORS COMPLETE AND IMMEDIATE INTEGRATION. ENFORCED BUSSING.	COMPULSIVE MODERATE FIGHTS FOR OPEN HOUSING EXCEPT IN HIS OWN NEIGHBORHOOD	ACTIVELY OPPOSED. WITHDRAWS CHILD FROM PUBLIC SCHOOL.

17. How do you like teachers to relate to you?

: : : : : : : : : : : : :

SUPER-BUDDY – LETS US DO ANYTHING	COMPULSIVE MODERATE YELLS CONSTANTLY, BUT DOESN'T DO ANYTHING TO STOP US	VERY STRICT AND PUNITIVE. BEATS US FOR A GRAMMAR ERROR

18. How do you feel about the draft?

: : : : : : : : : : : : :

PACIFIST PETE BOMBS THE INDUCTION CENTER AND DESTROYS THEIR RECORDS	COMPULSIVE MODERATE OPPOSES THE WAR, BUT WILL GO FIGHT IF CALLED	CANNON FODDER VOLUNTEERS BEFORE BEING CALLED

19. What percentage of the time are you happy?

SAD-SACK SARA 0 : : : : 100 HAPPY-TIME HELEN

20. How do you feel about your school work?

WORRY WART WILMA : : : : : : COULDN'T CARE LESS CAROL

21. How much do you try to please the teacher?

REBEL RALPH : : : : : : APPLE POLISHER AL

22. How do you feel about teacher and pupil appearance?

INSPECTOR IRWIN – INSPECTS TEACHERS' AND STUDENTS' FINGERNAILS EVERY MORNING : : : : : : INDIFFERENT IGOR – WOULD BARELY BLINK AN EYE LASH IF STUDENTS OR TEACHERS WORE SEE-THROUGH CLOTHES

23. How clean do you keep your room?

EAT-OFF-THE-FLOOR ELLEN : : : : : : GARBAGE-DUMP-GRETA

24. How do you feel about premarital sex?

VIRGINAL VIRGINIA – WEARS WHITE GLOVES ON EVERY DATE : : : : : : MATTRESS MILLIE – WEARS A MATTRESS STRAPPED TO HER BACK

TITLE OF ACTIVITY: Critical Incidents

TIME NEEDED: One A-A Period

MATERIALS NEEDED: Activity Sheet

GROUP SIZE: One A-A Group

PURPOSE: Students will be given the opportunity to look at decisions which are made by others and will be encouraged to decide what they would do in the same situation.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Give students a list of critical incidents which were developed by other students. Ask students to analyze the decisions that were made and determine what they would do in a similar situation.

PROCESS: Have students generate a critical incident that they might encounter and write down how they would deal with the situation.

TITLE OF ACTIVITY: What Would You Do?

TIME NEEDED: One Session

MATERIALS NEEDED: Activity Sheet

GROUP SIZE: One A-A Group

PURPOSE: To allow students to make value judgements in the area of honesty.

GOAL CLASSIFICATION: Looking at Others
   Acceptance

ACTIVITY: Students will simply decide how they feel about each situation. Then they will break into small groups and discuss their answers (allow about ten minutes for the small group discussion).

CUES: Read each situation; decide how you feel about each. Write your response and your reason why. Break into groups of three and discuss your answers.

PROCESS: Make a personal statement on the value of honesty.

WHAT WOULD YOU DO . . .

HONESTY ACTIVITY SHEET

PURPOSE:

To help students make value judgments in the area of honesty

MATERIALS:

Decision-making activity sheet - "What Would You Do?"

INSTRUCTIONS:

Simply decide how you feel about each situation

WHAT WOULD YOU DO?

1. Two classes of ancient history are to have the same exam on the same day. Your exam is at 11:00 a.m. Should you ask someone in the 9:00 a.m. class what the questions were?

2. You make a long distance phone call. The operator refunds your original nickel, so that you may put in the proper change, and also refunds some other change that had not yet gone into the box. Should you simply pocket the money and keep still about it?

3. You and the boys go fishing at the lake and catch more than the allowable quota. Should you throw any of the fish back?

4. You are asked to help with the dinner dishes because your sister has an early date. Should you "remember" suddenly how much homework you have and insist that there isn't enough time to do dishes, too?

5. Your teacher hands out lists of essay questions for the final examination. One of the questions stumps you. Should you intentionally "misunderstand" it and write your answer on a phase of the subject that you do know something about?

6. You find a wallet in a railroad station. It contains $10.00 and no identification. Should you turn it in to the lost-and-found?

7. After school, you have a part-time job typing in a law office. Since you feel underpaid, are you justified in taking stationery home occasionally for personal use?

8. You are driving 10 miles an hour above the speed limit on the way to the railroad station to pick up Uncle Bill, who is arriving for an important meeting. A squad car catches up with you and the patrolman tells you to follow him to the police station. Should you pay him $5.00 in the hope that he"ll let you go so you can reach the railroad depot on time?

9. A man you don't know sends you $5.00 thinking you are the Art Smith who loaned him that amount of money a year ago. Should you keep the money?

10. You take your 13-year-old brother to a movie. When the ticker taker asks him how old he is, Jackie looks at you for prompting. Should you say he is younger so that he will get in for half-price?

11. A drugstore clerk gives you too much change. Should you take it and say nothing because you have been short-changed there in the past and this sort of evens things up?

12. Your biology teacher springs a surprise quiz on the class. Many students around you cheat. Should you follow suit?

13. As you dash hurriedly out of the house, late for an important date, your mother asks, "Did you hang up your clothes?" Would you reply, "yes" if you knew she wouldn't check up on you?

14. In playing a game, do you go just as far as you can in stretching the rules without actually breaking them?

Title of Activity: LYING

Time Needed: One session

Materials Needed: None

Group Size: One A-A group

Purpose: To help students become aware of the conditions under which they are likely to lie and to see the connection between truthfulness and maturity.

Goal Classification: Looking at Others
  Acceptance

Activity: Students are to discuss questions in the group and respond to them as it relates to their values.

Cues: Ask: (allow time for discussion on these)
(1) How many of you have ever lied?
(2) Have you lied today?
(3) Lie more than you used to?
(4) Think lying is always bad?
(5) Have a friend who lies a lot?
(6) Think there's a difference between lying and exaggerating?

Process: Complete the following statement:
(1) "I would lie if . . ."
(2) "Something I used to lie about that I don't lie about now . . .
(As they tell the story, ask whether they think most little children would tell the same lies; also whether they think age is the big reason they have changed). Draw out from the group the generalization that excessive lying is usually a sign of immaturity--that people who lie all the time probably feel they won't be accepted if they are just themselves.

TITLE OF ACTIVITY: Stereotyping

TIME NEEDED: One Session

MATERIALS NEEDED: None

GROUP SIZE: One A-A Group

PURPOSE: To have students look at their views on the roles of men and women and what implications this might have.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Discuss with students what it means to stereo-type people and write a short story. Allow students to share reactions and discuss the implications of sex-role stereotyping.

CUES: Ask students to react (agree and disagree) to the following statements:

(1) It is more unacceptable for females to use swear words than males.
(2) Under ordinary circumstances, males should be expected to pay expenses on a date.
(3) Men should open doors for women.
(4) A woman should be as free as a man to propose marriage.
(5) It is ridiculous for a woman to have a job while her husband stays home.

PROCESS: Have students write a short story on the topic: If I woke up tomorrow and had changed sexes, how would my life be different? Students may read these or pass.

TITLE OF ACTIVITY: Tolerance

TIME NEEDED: One Session

MATERIALS NEEDED:

GROUP SIZE: One A-A Group

PURPOSE: To identify those things which are difficult to tolerate in other people.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Students answer the following questions with a yes or no response and offer a reason for their choice.

CUES:
(1) What does tolerance mean?
(2) Today I want you to think about things people do that are hard for you to tolerate -- things that bother you.
(3) Give an example of something that bothers you.

PROCESS: Tolerance is . . .

TOLERANCE

ACTIVITY SHEET

Answer the following with a "YES" or a "NO" response to see things that are hard to tolerate in other people and the things that we do that others can't tolerate. Each response is accompanied with a reason why.

DO YOU:

1. Like long hair on boys?
2. Like long hair on girls?
3. Think it's O.K. to smoke?
4. Think it's O.K. to drink alcohol?
5. Think you would vote for a woman president?
6. Think it's O.K. for men to cry?
7. Think it's O.K. for women to cry?
8. Think you would share your lunch with a black person?
9. Think black people dance better than white people?
10. Think that Japanese know Karate best?
11. Think that Italians make the best pizzas?
12. Think that poor people are dumb?
13. Think that poor people are dirty?
14. Think long-haired people are hippies?
15. Think it's O.K. for a woman to be a truck driver?
16. Think women should be drafted?
17. Think you would marry someone of a different race or religion?
18. Think fat people have a better sense of humor?
19. Think people with Northern accents are stuck-up?
20. Think women are worse drivers than men?

TITLE OF ACTIVITY: Acceptable and Unacceptable Alternatives

TIME NEEDED: One or Two Sessions

MATERIALS NEEDED: Activity Sheet

GROUP SIZE: One A-A Group

PURPOSE: To have students become familiar with alternative choices as they relate to values.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Give students the activity sheet and direct them to work in pairs to complete it. Each pair will work together and discuss the activity. Each pair will then return to the group and discuss their responses with the entire group.

CUES:

(1) Read directions at the top and discuss any questions about the directions.
(2) Allow approximately 10-15 minutes to complete the sheet and discuss in pairs.
(3) What were some similar reasons why the alternatives were acceptable or unacceptable?
(4) Are there times when it is right to do something, even though you know it will probably hurt someone?

PROCESS: What does the word alternative mean? What do we mean by alternative choice? How does a governmental budget represent an example of alternative choice?

ACTIVITY SHEET

When is an alternative unacceptable? What is acceptable or unacceptable to a person is usually determined by his values. In the situation below, see if you can identify acceptable and unacceptable alternatives. Why are they either acceptable or unacceptable? (Some examples of alternatives are given. Can you think of others?)

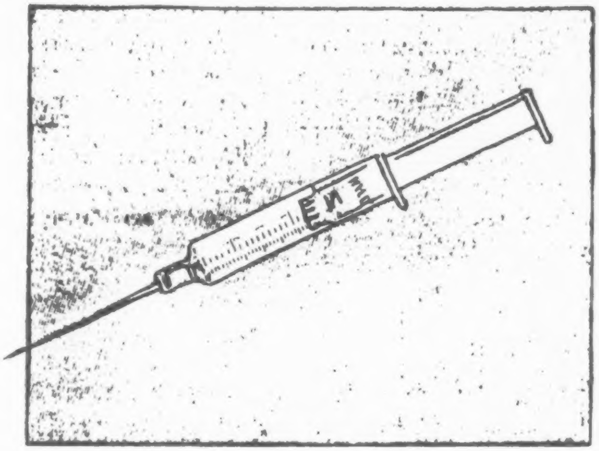
Situation: You have a friend who confesses to you that he is hooked on drugs.

Your values: Loyalty. (Add your own values.)

____

____

Objective: You want to help him get "unhooked" and you know that he has not felt free to talk to anyone else.



Unacceptable alternatives	*Why are these unacceptable?*
1. Turn friend in to police.	1. ________
2. Tell your friend's parents.	2. ________
3. ________	3. ________
4. ________	4. ________

Acceptable alternatives	*Why are these different from the unacceptable?*
1. Get advice from drug counselor on how to help your friend.	1. ________
2. Get the telephone number of local Drug Help Center.	2. ________
3. ________	3. ________
4. ________	4. ________

Take a situation that is of real concern to you or your group of friends, and apply a similar analysis to your situation. After you have identified the acceptable alternatives in the situation, list the information that you need to have about these alternatives.

Situation: ____

____

Your values: ____

____

Objective: ____

____

Unacceptable alternatives	*Why are these unacceptable?*
1. ________	1. ________
2. ________	2. ________
3. ________	3. ________

Acceptable alternatives	*Information needed about acceptable alternatives*
1. ________	1. ________
2. ________	2. ________
3. ________	3. ________

TITLE OF ACTIVITY: Judgment

TIME NEEDED: Two Sessions

MATERIALS NEEDED: Pencil, 3" x 5 " card or piece of paper (all should be alike)

GROUP SIZE: One A-A Group

PURPOSE: To have students become aware of what they believe is right or wrong.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Give each student a card. Tell the following story to the students. Each person writes a short answer. Collect them and read anonymously. Open the discussion to everyone. Write answers on the board. Have students vote on what action seems the most right or the most wrong.

CUES: Story: A group of students are in a store. One of them, Mary, notices that her best friend, Sue, has slipped away from the group and is putting some earrings in her purse. Mary notices a man watching Sue and sees him point to the group in an angry way. What would you do in this situation if you were Mary?

PROCESS: The best answer to the situation is . . .

TITLE OF ACTIVITY: Construct The Use of A Dollar

TIME NEEDED: One Session

MATERIALS NEEDED: Paper and pencil and a copy of items to be ranked

GROUP SIZE: One A-A Group

PURPOSE: To help students realize the value of money

GOAL CLASSIFICATION: Looking at Others
Acceptance

ACTIVITY: Students are asked to complete the following list individually, ranking the items in order or importance (1-10) as to how they would spend a dollar. Group is divided into triads. They reach a consensus in what the group thinks is most important. Discuss differences. Triads then reach a consensus on how they believe their parents would spend their dollar. Discuss differences.

CUES:

Read list and discuss them before ranking

_____ Food
_____ Electricity or gas
_____ Clothing
_____ Phone
_____ Housing

_____ Savings
_____ Transportation
_____ Cosmetics
_____ Socializing
_____ Movies

PROCESS: Ask students to make a statement about how their ranking would compare with that of their parents, or with that of an older brother or sister already working in the job market.

JUDGMENT

ADDITIONAL NOTES AND ACTIVITIES

PURPOSE:

Students will:

a. Become aware of what they believe is right and wrong.
b. Identify difference methods for evaluating right and wrong behavior.
c. Identify the conflict in each of us about doing the "right" thing.
d. Identify times when they think they did the right thing.

ACTIVITY I

Purpose: To gain student interest regarding the moral judgment unit, to increase awareness of different opinions about what is right and what is wrong.

Process: Begin the session by giving each child a 3" x 5" card. Then tell the following story to the students:

> A group of students are in a store. One of them, Mary, notices that her best friend, Sue, has slipped away from the group and is putting some earrings in her purse. Mary notices a man watching Sue and sees him point to the group in an angry way. What would you do in that situation if you were Mary?

First have each person write a short answer on the 3 x 5 card. Collect them and read them anonymously. After you have read all the cards, open the discussion to everyone. Encourage disagreement about what would be the right thing to do. The group will probably break into the loyalty versus honesty issue. Before the group ends, get them to vote on what action seems the most right or the most wrong.

ACTIVITY II

Purpose: To continue examination of right and wrong behavior.

Process: Begin the session by remembering what you discussed at the previous session. Then tell the students another story about someone who had to decide between right and wrong. (Several story possibilities are included at the end of this section). You may want to write down their responses on 3 x 5 cards first, or you might want to discuss it right away. Regardless, see that you encourage them to look at the situation from different ways. Get students to make statements about the rightness or wrongness of a given behavior. Once again, allow everyone to vote on which course of action they think would be best.

After they have discussed different opinions, you might ask for volunteers to role-play the characters in the story. Let two sets of actors role-play and then continue discussing it.

ADDITIONAL DECISION STORIES

1. You are going over to your friend's house and as you walk in the yard, you see your friend and another person climbing out of the basement window with an electric drill. Someone comes running around the back and stops all three of you. He asks you whether you saw the others climb out of the window. What would you say?
2. You and a friend go to a party, at which most of the kids are two years older than you. When you get there, some of the other kids start teasing your friend, but they don't know you're with him. What do you do?
3. You are taking a test and you notice that a cute boy (girl), whom you have been trying to get to notice you, sitting next to you. You notice that he (she) is copying your test answers and that the teacher is walking up and down the aisle. What do you do?
4. You are babysitting and you have been told not to let anyone in. Two very good friends come by and want to come in. You know nothing bad could possibly happen. What do you do?
5. You are eating dinner at a friend's house and his mother serves you this horrible-looking, smelly stuff. Everyone is sitting around the table enjoying it. What do you do?

TITLE OF ACTIVITY: Money Matters: Determining Priorities

TIME NEEDED: One Session

MATERIALS NEEDED: None

GROUP SIZE: One A-A Group

PURPOSE: To have students examine their own values toward money

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Students work in groups of three or four (depending on the size of A-A group) to spend $5,000.00 to improve the school. They make a list of specific items and then discuss with the group how they spent the money.

CUES:

(1) Divide into groups of three (or four - depending on size of A-A group)
(2) You have $5,000.00 to spend to improve the school.
(3) Make a list of specific items (allow time for students to discuss choices within the small groups.)
(4) Share with the group how you spent the money.

PROCESS:

(1) How did your list compare with those of the others in your group?
(2) What kinds of influences are present when congress determines a new budget for our country each year?
(3) How would the process you have just completed differ from the federal government's example? How might it be the same?

TITLE OF ACTIVITY: Either/Or Forced Choice

TIME NEEDED: One Session or More

MATERIALS NEEDED: None

GROUP SIZE: One A-A Group

PURPOSE: To have students make a decision between two competing alternatives by examining their self-concepts and values.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Students move chairs so that there is a wide path in the middle of the room. Then questions are asked. By pointing, the teacher indicates the choices. (Example: " Are you a Cadillac or a Volkswagon", Cadillacs to the left; Volkswagons to the right). Students then find a partner on his side and discuss the reasons for his choices. Discussion is limited to two minutes. All return to the center of the room. Other choices are given. For each choice, students should find a new partner for the discussion.

CUES:
(1) This activity will help you decide which characteristics you identify with more than others.
(2) Explain directions.
(3) Do a practice forced choice
(4) Answer questions.
(5) Read choices.

PROCESS: By making choices, something I learned about my values is . . .

EITHER/OR FORCED CHOICE

ACTIVITY SHEET

PURPOSE:

This exercise compels students to make a decision between two competing alternatives. "What characteristics do I identify with more--this or that?" In making their choices, students have to examine their feelings and their self-concepts and values.

PROCEDURE:

The teacher asks students to move the desks so that there is a wide path from one side of the room to the other. Then, the teacher asks an either/or question, like: "Which do you identify with more, a Volkswagon or a Cadillac?" By pointing or by actually posting the choice words on the two sides of the room he indicates that those who identify more with Volkswagons are to go to one side and those who identify more with Cadillacs are to go to the other. Each student then finds a partner on the side he has chosen and discusses with him the reasons for his choices. Discussion should be limited to two minutes.

Everyone returns to the center of the room. Then the teacher gives another either/or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room.

This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

SAMPLE EITHER/OR CHOICES

Are you

_____ 1. More of a saver or a spender?
_____ 2. More like New York City or Colorado?
_____ 3. More of a loner or a grouper?
_____ 4. More like a rose or daisy?
_____ 5. More like breakfast or dinner?
_____ 6. More like summer or winter?

TO THE TEACHER

This is an excellent introductory exercise for a new group.

EITHER/OR FORCED CHOICE

(VALUES CLARIFICATION)

ADDITIONAL EXAMPLES.

Are You

_____ 1. More like a teacher or a student?

_____ 2. More yes or no?

_____ 3. More here or there?

_____ 4. More political or apolitical?

_____ 5. More religious or irreligious?

_____ 6. More like the country or the city?

_____ 7. More like the present or the future?

_____ 8. More of a leader or a follower?

_____ 9. More physical or mental?

_____ 10. More of an arguer or an agree-er?

_____ 11. More intuitive or rational?

_____ 12. More establishment or antiestablishment?

_____ 13. More like a tortoise or a hare?

_____ 14. More likely to walk on thin ice or to tiptoe through the tulips?

_____ 15. More like patent leather or suede?

_____ 16. More like a paddle or a ping-pong ball?

_____ 17. More like an electric typewriter or a quill pen?

_____ 18. More like a falling star or a beacon light on a mountain?

_____ 19. More like a rock band or a baroque string quartet?

_____ 20. More like a clothesline or a kite string?

_____ 21. More like a "No Trespassing" sign or a "Public Fishing" sign?

_____ 22. More like a flyswatter or flypaper?

_____ 23. More like a roller skate or a pogo stick?

(Additional Examples Continued)

Are you

_____ 24. More like a file cabinet or a liquor chest?

_____ 25. More like a motorcycle or a tandem bicycle?

_____ 26. More like a gourmet or a MacDonald's fan?

_____ 27. More like a bubbling brook or a placid lake?

_____ 28. More like a screened porch or a picture window?

_____ 29. More like a mountain or a valley?

_____ 30. More like "A stitch in time" or "Better late than never?"

Title of Activity:	WHAT SHALL I DO?
Time Needed:	One session
Materials Needed:	Activity Sheet, Student Feedback Sheet
Group Size:	One A-A group
Purpose:	To have students become more aware of their values and the actions they choose because of their values
Goal Classification:	Looking at Others Acceptance
Activity:	Students will complete the activity sheet. After students complete the activity, they will break off in pairs and share ideas.
Cues:	(1) Explain what you hope to accomplish - This worksheet is to help in identifying alternatives in various situations. (2) Read directions after passing out work (3) Ask for questions (4) Complete your worksheet. When you have completed it, choose a partner and discuss your answers for about five minutes.
Process:	Complete the Student Feedback Sheet Share your answers with the group.

WHAT SHALL I DO

ACTIVITY SHEET

DIRECTIONS: Place the number of your first, second, and third choices in the appropriate blank to the left of the statement as to what you would do in each situation. There are a couple of extra blanks for you to write in your own responses if you prefer doing something other than what is suggested.

1. Conform
2. Tolerate
3. Rebel destructively
4. Rebel constructively
5. Create a new society
6. Discuss
7. Talk back
8. Seek help
9. Run away
10. Do what you know is best
11. Do what you want
12. ____________________
13. ____________________
14. ____________________

1st 2nd 3rd

___ ___ ___ 1. You don't like the school dress code.

___ ___ ___ 2. You want a free period during the school day.

___ ___ ___ 3. You have always walked to school a certain way, and now they are starting to build a parking lot right where you used to walk. They put up a sign which says, "NO TRESPASSING."

___ ___ ___ 4. Your parents say you must do the laundry, dishwashing, ironing, and house cleaning whenever they need doing.

___ ___ ___ 5. Your family is moving out of the town you have lived in all your life.

___ ___ ___ 6. It seems like no one at home ever speaks politely to you.

___ ___ ___ 7. Your friends want you to go somewhere you know you should not go.

___ ___ ___ 8. Your parents make you get up every Sunday to go to church.

___ ___ ___ 9. You want to buy a package of cigarettes, but the sign on the machine says, "Sale Forbidden to Minors."

___ ___ ___ 10. You want to make A's, but you keep making C's.

___ ___ ___ 11. You are invited to a party; you go and find there is drinking and dancing. Your church says you are not to do either of these two things.

___ ___ ___ 12. Your coach says, "Sportsmanship is also being a good loser," but you feel that your team lost unfairly.

___ ___ ___ 13. You are a member of the Pep Squad and don't like the uniform.

___ ___ ___ 14. You have a grievance and are told to take it through certain channels, but you know that it will take too long.

TITLE OF ACTIVITY: Feelings

TIME NEEDED: One or More Sessions

MATERIALS NEEDED: Activity Sheet with role-playing situations, paper and pencil

GROUP SIZE: Any number

PURPOSE: Students will be given the opportunity to focus on how they approach situations and how others would respond to the same situation. This also encourages students to explore the feelings of the other person when responding in a situation.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Have students role-play situations which they may confront as they mature. Ask them to assume not only their own position, but also the position of other people involved. As well as participating, have them watch as others role-play and discuss how they would respond in the situation.

CUES: Examine the accompanying activity sheet. Explain that seven different situations will be given the group for their reactions and to role-play the particular activity they may be assigned.

PROCESS: Have each student make up one situation that would be difficult to respond to. After all students have completed their situation, have them trade their situation for someone else's and write down how they would respond to the new situation. Discuss responses with partner.

ROLE-PLAYING

ACTIVITY SHEET

1. A friend of yours says she will meet you after school to go downtown. You wait for an hour but she does not show up. So you go by yourself and see your friend downtown with someone else.

2. Your parent(s) are going out of town and a cousin is coming to stay with you. Your parents have told you not to have friends over while they are gone, but they forget to tell your cousin the same thing. Your best friend wants to come over and bring some friends and have a party.

3. Cathy, who is 14, has been smoking for three months, without the knowledge of her parents. Tonight, just as she was lighting up, her dad walked into the basement. Cathy's dad, who has given up smoking for health reasons, is more surprised than angry. Cathy is also surprised because she thought her dad had gone to a friend's house to play cards as usual. Because her parents are both over 40, Cathy is sure they don't understand her. Cathy's mother, overhearing the conversation, comes to investigate.

4. It is report card day. Harry knows he will get a failing grade in math. But as he has never given his parents a hint that he is doing poorly, he's afraid they'll be angry and will punish him. Last year when he received a D, he was grounded for two months. Harry arrives home just as his parents are discussing his report card, which came in the mail.

5. Clarence is the star quarterback on the football team. Saturday is the big game of the season. Coach Madden has emphasized that no one is to be excused from practice for any reason during the two weeks preceding the game. The trouble is that Clarence is doing poorly in math. If he flunks the exam on Wednesday, he could be cut from the team. So he cuts practice Tuesday night, studies for the exam, and passes with a C-. To Clarence's surprise, the coach doesn't agree with his action and cuts him from the team. Clarence talks it over with Bill, who is also on the team, and decides to ask for an appointment with the coach on Thursday evening. He goes to the coach's home.

6. Jeremy is afraid of heights. He gets dizzy when he looks out the windows of a skyscraper - even when he has to climb a ladder. Although his friends know of his feeling about heights, one hot afternoon at the pool Rick dares Jeremy to dive off the high board. Another friend, Tony, tells him not to do it if it bothers him, but Rick keeps egging him on. Jeremy doesn't want to look like a fool, but he doesn't know which is the more foolish act - to accept the dare or to ignore it.

7. Betty and Alice have been "best friends" all through grade school and into junior high. Lately Alice is spending a lot of time with Bill, a good-looking, popular sophomore. One afternoon after school, Betty sees the two of them walking ahead of her in a department store. She is just about to call Alice, when she suddenly sees Bill pick up an article from a counter and pocket it.

TITLE OF ACTIVITY: Looking At "Handicapped"

TIME NEEDED: One A/A Session

MATERIALS NEEDED: One activity worksheet per student

GROUP SIZE: Any Number

PURPOSE: To see how much students know about handicaps and their attitudes toward handicapped.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Distribute worksheet and have students complete the questions. Then go over each question giving students an opportunity to offer their input to the discussion.

CUES: What thoughts come to mind when you hear the word "handicapped"? Today we are going to discuss what this means to each of us. Do you think of different forms of "handicapped"? What are they?

PROCESS: Did you learn about different forms of handicapping conditions that you had not considered before? How did your opinions change (if they did) after hearing other people in the group discuss their views of being handicapped? Do you have a better understanding of how "handicapped" people feel?

Run, Don't Walk—A once-normal teenager, Samantha is confined to a wheelchair after a diving accident. Her return to high school brings the support and encouragement of Johnny—another wheelchair student.

Head Over Wheels—Until the accident, Terry and Kerry had been identical twins. Now no one has trouble telling them apart. Terry, once a great athlete, will never walk again.

Additional Sources of Information on Handicaps

(from National Information Center for the Handicapped, Washington, D.C.)

Autism

National Society for Autistic Children
Ruth Dyer, Executive Director
169 Tampa Avenue
Albany, New York 12208

Blind

American Council for the Blind
Durward K. McDaniel, National Representative
1211 Connecticut Avenue, N.W.
Washington, D.C. 20006

American Foundation for the Blind
Eugene Apple, Executive Director
15 West 16th Street
New York, New York 10011

National Federation for the Blind
James Gashel, Chief, Washington Office
1346 Connecticut Avenue, N.W.
Suite 212 Dupont Circle Building
Washington, D.C. 20036

Cerebral Palsy

United Cerebral Palsy Association
Earl H. Cunerd, Executive Director
66 East 34th Street
New York, New York 10016

Deaf

Alexander Graham Bell Association for the Deaf
George W. Fellendorf, Executive Director
3417 Volta Place, N.W.
Washington, D.C. 20007

National Association of the Deaf
Frederick Schrieber, Executive Director
814 Thayer Avenue
Silver Spring, Maryland 20910

Deaf-Blind

National Association of the Deaf-Blind
Robert H. Petty, Executive Director
2703 Forest Oak Circle
Norman, Oklahoma 73071

National Deaf-Blind Program
Robert Dantona, Coordinator
Bureau of Education for the Handicapped
Room 4046, Donohoe Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Emotionally Disturbed

Mental Health Association, National Headquarters
Bryan O'Connell, Executive Director
1800 North Kent Street
Arlington, Virginia 22209

Epilepsy

Epilepsy Foundation of America
Jack McAllister, Executive Director
1828 L Street, N.W.
Washington, D.C. 20036

Learning Disabilities

National Association for Children with Learning Disabilities
Jean Peterson, Executive Secretary
4156 Library Road
Pittsburgh, Pennsylvania 15234

Mental Retardation

National Association for Down's Syndrome
Joan Berman, Director of Services
P.O. Box 63
Oak Park, Illinois 60303

National Association for Retarded Citizens
Philip Roos, Executive Director
2709 Avenue E East, P.O. Box 6109
Arlington, Texas 76011

National Down's Syndrome Congress
528 Ashland Avenue
River Forest, Illinois 60305

Physically Handicapped

National Easter Seal Society for Crippled Children and Adults
Jayne Shover, Executive Director
2023 W. Ogden Avenue
Chicago, Illinois 60612

National Paraplegia Foundation
Ann Ford, Associate Director
333 North Michigan Avenue
Chicago, Illinois 60601

Spina Bifida Association of America
Kent Smith, Executive Director
343 South Dearborn Street, Room 319
Chicago, Illinois 60604

Speech Impaired

American Speech and Hearing Association
Kenneth Johnson, Executive Secretary
10801 Rockville Pike
Rockville, Maryland 20852

All Disabilities

American Coalition for Citizens with Disabilities
Frank Bowe, Director
1346 Connecticut Avenue, N.W.
Suite 1124
Washington, D.C. 20036

State Agencies

For agencies within your state offering information and services concerning the handicapped, contact your state Department of Special Education.

Activity #1

Initial Activity

"THOSE WHO ARE DIFFERENT"

When I hear the word "handicapped" I think of . . .

The types of handicaps that I can think of are . . .

When I see a handicapped person I feel ____ embarrassed ____ curious ____ uneasy ____ sympathetic ____ repulsed ____ other.

The handicapped people I have known are usually . . .

Recent laws regarding the handicapped provide . . .

BEST COPY AVAILABLE

Title of Activity:	COLLAGE OF ACHIEVEMENTS OF HANDICAPPED
Time Needed:	One period to put together but can work on this on an ongoing basis
Materials Needed:	Poster board (Large)
Group Size:	One A/A
Purpose:	To have students find articles dealing with accomplishments of handicapped people. This will give students the opportunity to see how they contribute to society.
Goal Classification:	Looking at Others Acceptance
Activity:	For a specified period of time, students are to cut out newspaper or magazine articles dealing with accomplishments of handicapped people.
Cues:	Sometimes we fail to recognize that handicapped people contribute daily to the betterment of our lives. They accomplish many of the same feats that non-handicapped people do and many that non-handicapped do not.
Process:	Did you gain better respect for the problems and obstacles that handicapped people face? Did you gain a better understanding of their lives? What exactly did you learn that you were not aware of before?

TITLE OF ACTIVITY: How Hearing Influences Our Life

TIME NEEDED: One Period

MATERIALS NEEDED: A T.V. Set

GROUP SIZE: Any Number

PURPOSE: To demonstrate how sound has influenced our buying habits, viewing, and communicating with others.

GOAL CLASSIFICATION: Looking At Others
Acceptance

ACTIVITY: Have you ever seen a silent movie? We will try an experiment today: Turn off the sound of the television set and then try to imagine what the story and the commercials are "saying." It's hard, isn't it? How would today's movies and TV programs need to be changed if they didn't carry sound?

CUES: Have you ever tried to watch TV without sound? Do you believe some of the meaning would be lost if you couldn't hear? Today we are going to try a little experiment to see what someone with a hearing impairment might feel like.

PROCESS: How did you feel not being able to hear? Were you frustrated? Would it have helped if the speakers spoke more slowly? How could you have been helped to understand? In what ways can you use this information to help those with a hearing impairment?

TITLE OF ACTIVITY:	"The One Quality I Admire Most In One Of My Parents"
TIME NEEDED:	One to do activity and as many as needed to share
MATERIALS NEEDED:	Paper and pencil or pen
GROUP SIZE:	Any number
PURPOSE:	To give students the opportunity to view their parents in a positive way
GOAL CLASSIFICATION:	III. Families A. Relationships
ACTIVITY:	After a discussion about positive qualities that people possess, the teacher may list these on the board. Teacher then directs discussion to positive qualities that each child's parents possess.
CUES:	Each child then writes a paragraph listing as many positive qualities as possible that one parent has. Sometimes we hear the word qualities used in talking about good things that people have. Can anyone give me some examples of positive qualities?
PROCESS:	Give each student the opportunity to share his paragraph with the others in the group. Praise each child for his contribution to the discussion.

TITLE OF ACTIVITY: Communication

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Attached questionnaire

GROUP SIZE: Any number

PURPOSE: To allow students to look at their communication with their parents in a non-threatening situation.

GOAL CLASSIFICATION: III. Families
    A. Relationships

ACTIVITY: Discuss the concept of verbal communication. Go over the four things listed on the top of the ditto. Have students share experiences when they were misunderstood by someone. Have students complete ditto then discuss each topic.

CUES: Is there a difference between "talking" and "communicating"? If so, what are the differences? Do you find it difficult to "communicate" with your parents? Let's complete a questionnaire, then we will have a basis to discuss some things we can and cannot discuss with our parents.

PROCESS: Were there any topics that everyone seemed able to discuss with parents? Which topics are most difficult to discuss with parents? Were there some problems that couldn't be discussed with anyone? How do you handle these?

COMMUNICATION

When I talk with someone, four things are said.

1. What I meant to say.
2. The words that came out of my mouth.
3. What went into the other person's ears. (after noise, distraction, etc.)
4. What they thought I said.

What topics are easy to talk about with your parents? ____________________

Why is it easy to talk about these things with them? ____________________

Is it your talking or their listening that makes these topics easier?

What topics do you find the hardest to talk about with your parents?

Are these topics that are about feelings, or that cause strong feelings?

Is it your talking, their listening, or both that makes it hard? Or is it their talking and your listening? ____________________

What problems do you find can't be talked about with anyone you know?

What do you think is the difference between "talking" and "communicating"?

TITLE OF ACTIVITY: Family Roles - Looking At My Family

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: Any Number

PURPOSE: To allow students to take a look at the roles played by various family members and their inter-relationships of each.

GOAL CLASSIFICATION: III. Families
A. Relationships

ACTIVITY: Students draw each family member or labels columns with each persons name. Then under each heading he lists the functions of each or the jobs performed by each one within the family. Teacher leads discussion on the role of each in the family and the inner changing of roles or responsibilities when one person is absent or someone else has to accept new roles. Can discuss what happens if divorce or death occur.

CUES: Just as in any business, each person has a specific job or duty to perform, the same thing occurs within a family. Today we are going to look at the roles each of us play within our families.

PROCESS: Are there some roles that we would find more difficult to switch around in a family? What role would you not be prepared to accept at this time?

TITLE OF ACTIVITY: Getting To Know My Family

TIME NEEDED: One A/A period to introduce, as many as needed to share.

MATERIALS NEEDED: List of interview questions

GROUP SIZE: Any Number

PURPOSE: To permit students to look at their families in a positive way and to realize that this is their support system.

GOAL CLASSIFICATION: III. Families
  A. Relationships

ACTIVITY: Ask each student to interview one or both parents. They are to write down the answers and bring them back to class. They should also bring in anything that would symbolize their family or represent something unique or interesting about their family.

CUES: Our families may have its ups and downs but they are our support system. We share an important connection with them. Today's activity is going to give you an opportunity to find out some special things about your parents.

PROCESS: Did you learn anything about your family that you didn't know before? Did the questions help you feel closer to your parents?

GETTING TO KNOW MY FAMILY

ACTIVITY SHEET

1. What is one of the best memories you have about your family as you were growing up?
2. How have you raised your family differently from the way you were raised?
3. What is one thing you enjoy about your family now?
4. What would you like to change about your family?
5. If you had to come up with one symbol to represent your family, what would it be?

TITLE OF ACTIVITY: Creative Writing

TIME NEEDED: One A/A period to introduce, as many as needed to share.

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: Any number

PURPOSE: To give students the opportunity to express their feelings about their families in writing.

GOAL CLASSIFICATION: III. Families
    A. Relationships

ACTIVITY: Write on the board a number of open ended sentences. Ask each student to choose one and write a paragraph or more supporting his reasons.

1. If I could change one thing about my family, it would be . . .
2. Some of the fun things my family does together are. . .
3. My idea of a perfect family . . .
4. The things I admire most about my mother, father, or parents is . . .
5. If I could give my gift to my family, it would be . . .

CUES: Today we are going to put on paper our feelings about certain things concerning our families. This is going to give us a chance to put our thoughts into words.

PROCESS: When you had to force yourself to think about your family, did you find yourself recalling things that you had forgotten? Were these good memories for you? Did you come up with some ideas to improve family relationships?

TITLE OF ACTIVITY: Fostering Responsibility

TIME NEEDED: One A/A Period

MATERIALS NEEDED: One ditto per student for discussion

GROUP SIZE: Any Number

PURPOSE: To give students the opportunity to discuss responsibility and what it means to be a responsible person.

GOAL CLASSIFICATION: III. Families
A. Relationships

ACTIVITY: Discuss the terms "rights" and "responsibilities". Distribute the ditto on Fostering Responsibility. Go over each item and allow students to discuss each and what things they do within their own families to give evidence that they are in fact responsible.

CUES: As we grow older, we like to have more "rights" given to us. However, in order to get more "rights", we must be willing to accept more "responsibility". What do these two terms mean to you?

PROCESS: Ask students what new ideas they gained to help them demonstrate to their families that they can handle responsibility. Do you see any areas where you can imporve? In which areas are you already strong?

FOSTERING RESPONSIBILITY

Children act responsibly when they behave in ways that are appropriate for their family and school without having to be reminded each time.

A child is responsible when he or she:

- Performs regular duties without being told every time.
- Has reasons that he/she can specify for doing what he/she does.
- Does not blame others excessively.
- Is capable of making choices among alternatives.
- Can play or work by him/herself without undue discomfort.
- Can make decisions that differ from those of others in his/her group. (friends, classmates, family, etc.)
- Has various goals or interests that can absorb his/her attention.
- Honors and respects parents' limits without excessive arguing.
- Can focus attention on complex tasks (relative to age) for some time without excessive frustration.
- Follows through on what he/she says he/she will do.
- Acknowledges mistakes without excessive rationalization.

Children don't understand their world unless we teach them. Take the time to explain.

TITLE OF ACTIVITY: I'm In Charge

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Six open ended sentences on ditto to complete

GROUP SIZE: Any number

PURPOSE: To allow students the opportunity to discuss their feelings about being left at home "in charge" and to share things that have worked for them.

GOAL CLASSIFICATION: III. Families
A. Relationships

ACTIVITY: Distribute ditto sheet containing the six open ended sentences. Have students complete. Then read through each one and allow students to volunteer their answers.

CUES: Have you ever been left "in charge" at home while your parents are gone? How did you feel? Do you have younger brothers or sisters that you are also responsible for?

PROCESS: Sometimes we feel a little frightened to be left at home. Does it help to know that others feel the same way you do? Did you get any new ideas to try from listening to others in the group? If you have younger brothers and sisters, did you learn any new ways to help take care of them?

"I'M IN CHARGE"

A. Complete each of the following sentences:

1. When I'm home alone, I'm really good at ____________________ ____
2. When I'm home alone, I wish I knew ____________________ ____
3. When I'm home alone, I'm scared when ____________________ ____
4. When I'm home alone, I wish Mom and Dad ____________________ ____
5. When I'm home alone, I feel ____________________ ____
6. When I'm home alone, my brothers and sisters ____________________ ____

SAFETY CHECKLIST FOR THE HOME

Directions: Have Mom or Dad help you complete the following checklist:

Safety	Yes	No
Are there matches where small children can reach them?	____	____
Do you have fire extinguishers and know their location?	____	____
Are smoke alarms in place and working?	____	____
Is the clothes dryer properly vented and lint free?	____	____
Are curtains near stove, heater or fireplace?	____	____
Are there more than two electrical plugs in each outlet?	____	____
Does the fireplace have a proper screen or door?	____	____
Are there worn electrical wires?	____	____
Are there piles of trash or newspaper?	____	____

Are any of the following potentially dangerous or poisonous items accessible to small children:

	Yes	No
Medicines	____	____
Cleaning fluids	____	____
Glues	____	____

TITLE OF ACTIVITY: CHANGING FROM ONE SITUATION TO ANOTHER

TIME NEEDED: One A/A period

MATERIALS NEEDED: None

GROUP SIZE: Any number

PURPOSE: To give students an opportunity to discuss how their behavior changes according to the people they are with at the time.

GOAL CLASSIFICATION: III. Families
    A. Relationships

ACTIVITY: Students have an opportunity to look at how they behave in different situations and with different people. Teacher can make two columns on the board headed Family and Friends and record behaviors as they are given.

CUES: Have you ever noticed that many times your behavior changes with the people you are with at the time? How does you behavior change when you are home with your family from when you are at school with friends.

PROCESS: Go over the lists on the board. Stress that this is normal to see two different types of behaviors when parents and friends are compared.

TITLE OF ACTIVITY: The Two Parts Of Me - Part Child/Part Adult

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: Any number

PURPOSE: To give students an opportunity to discuss how they really are caught between being part child/part adult.

GOAL CLASSIFICATION: III. Families
  A. Relationships

ACTIVITY: The student divides his sheet of paper in half and labels one half "Adult" and the other half "Child". He is to list as many behaviors under each heading as he can that describe him. Example:

"Adult"	"Child"
Wear make-up	Bedtime set by parent
Select own clothes	Parent pays for clothes

CUES: Have you ever accused your parents of treating you like a baby and you really felt grown up? Are there times when you enjoy being treated like a baby?

PROCESS: Teacher can list on board as many items as students give under each heading. Did students find that others in the class have similar things in each column? How can students go about obtaining more adult-like behaviors?

TITLE OF ACTIVITY: Wish For My Family

TIME NEEDED: One A/A Period to do and more to share

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: Any Number

PURPOSE: To allow student to view each member of his family and to explore what each would wish for.

GOAL CLASSIFICATION: III. Families

A. Relationships

ACTIVITY: Each student is to think about his family using this question, "If you could make one special wish come true for each person in your family, what would it be?" Then he writes a paragraph for each one.

CUES: Each of us has secret dreams and wishes. Do you know what each member of your family has as a secret dream? For a moment, I would like you to imagine that you could make one wish come true for each member of your family.

PROCESS: Allow students to share if they choose. They may want to go home and question family members about their secret wishes before they can complete this assignment.

TITLE OF ACTIVITY: Wearing Parents Shoes

TIME NEEDED: Enough time to have each child talk about himself for a couple of minutes.

MATERIALS NEEDED: Each child brings in his baby picture.

GROUP SIZE: Any Number

PURPOSE: To give students the opportunity to place themselves in an adult role and look at a major event through their eyes.

GOAL CLASSIFICATION: III. Families
  A. Relationships

ACTIVITY: Ask each child to bring in a picture of himself when he was younger. To the class, he puts himself in his parents' place and talks about his "child".

CUES: Have you ever put yourself in your parents' shoes? This activity is going to give you the opportunity to talk about a wonderfully interesting person -- you, from your parents point of view.

PROCESS: Did you learn anything new about your parents' viewpoint that perhaps you had not considered before? Those of you who observed, did you suddenly get an idea of what your parents have gone through?

TITLE OF ACTIVITY: Family Values

TIME NEEDED: One Session

MATERIALS NEEDED: None

GROUP SIZE: One A/A Group

PURPOSE: To have students become more aware of their own value system and how it affects family relationships.

GOAL CLASSIFICATION: III. Families
    A. Relationships

ACTIVITY: Students are to identify values important to their families and discuss how family members can have similarities or differences in their value structure.

CUES: Please respond to the following statements (Agree or Disagree)

(1) A student in the seventh grade should get an allowance.
(2) There should be some work done before a person gets an allowance.
(3) Every child in the family should get the same allowance.
(4) Would you be willing to buy your own clothes if your allowance were doubled?
(5) Which of these items do you think allowances should be spent for:
    (a) recreation/independence
    (b) food
    (c) saving for big things
    (d) whatever you want
    (e) school supplies

PROCESS: One thing I learned from this activity is . . .

TITLE OF ACTIVITY: Rank Order

TIME NEEDED: One Session

MATERIALS NEEDED: Rank Order Activity Sheet

GROUP SIZE: One A/A Group

PURPOSE: To give students practice in choosing from among alternatives and in defending their choices.

GOAL CLASSIFICATION: III. Families
A. Relationships

ACTIVITY: Teacher explains that students are asked to look at themselves and make value judgments. The choices are given and students rank order them according to personal preference. Discussion then follows on choices made. Any student may pass on a question if he wishes.

CUES: Today, I'm going to give you some questions which will require you to look deeper into yourselves and make value judgments. Rand order each choice for the questions with three being least and one first. (Read each question and choices, allow time for students to respond. Discuss each question before going on to the next.)

PROCESS: One thing I learned from rank ordering these choices is . . .

RANK ORDER

To whom would you tell a secret?

_____ Your friend
_____ Your teacher
_____ Your parent
_____ Your counselor

What would you do if you saw your best friend steal some candy from a store?

_____ Report him
_____ Pretend you didn't see
_____ Ask him to share it with you

What is hardest for you to do?

_____ Be quiet
_____ Talk in front of a group
_____ Talk to the teacher

What makes you the happiest?

_____ Getting all A's and B's on your report card
_____ Taking a special trip with the gang
_____ Having a week off from school

Which is worst?

_____ To be punished by the teacher
_____ To have friends make fun of you
_____ To get bad grades on your report card

TITLE OF ACTIVITY: Becoming A Better Person

TIME NEEDED: One Session

MATERIALS NEEDED: Listing of how to be a Better Person

GROUP SIZE: Any Number

PURPOSE: To make students aware of things they can do to make themselves more responsible.

GOAL CLASSIFICATION: III. Families
  A. Relationships

ACTIVITY: Using an overhead, if available, or give each student a handout of 14 ways to be a better person. Read each item and permit discussion on the ones which lend themselves to it.

CUES: Each of us probably wishes from time to time that we could improve ourselves. Today we are going to look over a list of 14 very easy things each of us can do to be a better person.

PROCESS: Did you get any new ideas that you would like to try? Are there any items you feel are real strengths for you? Which ones are your weakest?

WOULD YOU LIKE TO BE A BETTER PERSON AT HOME - AT WORK AND AT PLAY?
(A Few Simple Suggestions)

1. If you open it, close it.
2. If you turn it on, turn it off.
3. If you unlock it, relock it.
4. If it belongs to someone else, ask permission before you use it.
5. If you don't know you can fix it, report it so someone else can.
6. If you borrow it, return it.
7. If you value it, take care of it.
8. If you make a mess, clean it up.
9. If you move it, put it back.
10. If you break it, admit and report it.
11. If you don't know how to operate it, leave it alone.
12. If it's none of your business, don't talk about it.
13. If it ain't broke, don't fix it.
14. If it will brighten someone's day - SAY IT!

TITLE OF ACTIVITY:	THE BEST AGE
TIME NEEDED:	One session to introduce - may be done as an on going activity
MATERIALS NEEDED:	Worksheet - The Best Age, Magazines, Scissors, Glue, Notebook paper or Construction paper
GROUP SIZE:	One A/A group
PURPOSE:	To allow students to discover if they have any thing in common with people growing up in other times.
GOAL CLASSIFICATION:	III. Families A. Relationships
ACTIVITY:	Complete the project described on the worksheet "The Best Age". This could be changed to use ages instead of pictures or family members' names, etc. Discuss the question and answers.
CUES:	Have you ever looked at a family photo album that has your baby pictures in it and thought about how you've changed? Do people tell you how much you look like an older member of your family? We are going to do an activity that will take into consideration both ideas.
PROCESS:	How did you feel doing this activity? Were there some things you found that you would like to direct along the way (i.e. career choices, where to live, life style) or at least have some control over?

THE BEST AGE

You can use actual photos from your family or cut out a series of photographs from magazines which look as if they could have been of the same person at different ages. When you have completed the project below, you may be interested in discovering things you have in common with people growing up in other times.

A) Place them - or copies of them - on a time line.

B) Write a brief paragraph on an average day at each point along the time line.

C) Write a list of advantages and disadvantages of being each age.

D) At what point along the time line would you like to freeze your age? Explain.

E) Do you think that going through all the ages was more interesting than any one age along the way? Explain.

TITLE OF ACTIVITY: The One Thing My Parents And I Always Disagree On Is . . .

TIME NEEDED: Several periods as interest dictates

MATERIALS NEEDED: None

GROUP SIZE: Any Number

PURPOSE: To allow students to act out roles both of parent and child in solving every day conflicts.

GOAL CLASSIFICATION: Seventh Grade
III. Families
    A. Challenges

ACTIVITY: Select or allow volunteers to play the roles of parent and child. Read open ended sentence, "The one thing my parents and I always disagree on is . . ." Have student who is playing child complete this. Then together with his "parent" they role play how this can be solved.

CUES: Did you and your parents have one item that you always disagree upon? Do you ever wish there were some way of resolving this problem? Let's see if today we can help each other in solving these common problems.

PROCESS: Did anyone else have the same kind of problem? Were you able to resolve your differences? Can you share some things that might work? How did it feel being the parent in this situation? Did you learn what might be going on in your parents minds?

TITLE OF ACTIVITY: Role Playing Family Situations

TIME NEEDED: One period per situation

MATERIALS NEEDED: None

GROUP SIZE: Any Number

PURPOSE: To allow students to role play everyday situations they may confront in order to be able to discuss how they would respond.

GOAL CLASSIFICATION: Seventh Grade
III. Families
    B. Challenges

ACTIVITY: Have students volunteer to play various roles. Read the situation then have students act out parts.

> Your parent(s) are going out of town and a cousin is coming to stay with you. Your parents have told you not to have friends over while they are gone, but they forgot to tell your cousin the same thing. Your best friend wants to come over and bring some friends and have a party.

CUES: We each have situations that occur within our families that we have to make decisions about. Today we are going to have a chance to look at some family problems and see how you can solve them or offer suggestions for solving them.

PROCESS: Did you learn anything new from others in our discussion? Can you use any of this in the future when problems arise? Does it help to hear suggestions from others in the group?

TITLE OF ACTIVITY: Role Playing Family Situations

TIME NEEDED: One Period

MATERIALS NEEDED: None

GROUP SIZE: Any Number

PURPOSE: To allow students to role play family situations in order to gain insight into solving every day problems.

GOAL CLASSIFICATION: Seventh Grade
III. Families
B. Challenges

ACTIVITY: Read the situation to the class and ask for volunteers to role play possible solutions.

> It is report card day. Harry knows he will get a failing grade in math. But as he has never given his parents a hint that he is doing poorly, he's afraid they'll be angry and will punish him. Last year when he received a D, he was grounded for two months. Harry arrives home just as his parents are discussing his report card, which came in the mail.

CUES: Today's situation is one which occurs frequently. It may even be one you've experienced. Let's look at how to handle it if or when it does happen and possible how to avoid it in the future.

PROCESS: Did you hear any suggestions that you can use if this ever happens to you?
How can you keep this from happening to you?
Have any of you had first-hand experience in this situation?
How did you handle it?

TITLE OF ACTIVITY: Role Playing Family Situations

TIME NEEDED: One Period

MATERIALS NEEDED: None

GROUP SIZE: Any Number

PURPOSE: To allow students to role play everyday situations which may occur within a family.

GOAL CLASSIFICATION: Seventh Grade
III. Families
    B. Challenges

ACTIVITY: Students listen to the situations being read and then volunteer to role play the parts.

> Cathy, who is 14, has been smoking for three months, without the knowledge of her parents. Tonight, just as she was lighting up, her dad walked into the basement. Cathy's day, who has given up smoking for health reasons, is more surprised than angry. Cathy, too, is surprised because she thought her dad had gone to a friend's house to play cards as usual. Because her parents are both over 40, Cathy is sure they don't understand her. Cathy's mother, overhearing the conversation, comes to investigate.

CUES: As you listen to the following situation being read, try to picture in your mind how this would be in your family environment.

PROCESS: Have students discuss other ways of handling this situation. Has this ever occurred to you or to someone you know? What were the consequences? How would your parents handle this if it occurred in your home?

TITLE OF ACTIVITY: Child Abuse Collage

TIME NEEDED: This activity may be an on going one for a week or more.

MATERIALS NEEDED: Large poster paper

GROUP SIZE: Any Number

PURPOSE: To make students aware of the number of cases of child abuse reported through the media.

GOAL CLASSIFICATION: Seventh Grade
III. Families
    B. Challenges

ACTIVITY: Divide the class into groups of four or five. Give each group a sheet of poster paper - assign them the job of going through the newspaper or magazine for the next week and cutting out as many articles or pictures that they can find dealing with child abuse. Each team pastes them on their poster paper, trying to get enough to completely cover the poster. At the end of the week each team can take 5-10 minutes to tell others about ones they found to be most interesting. Display posters in room.

CUES: Each day we read about child abuse situations which occur nationwide. Our activity for today is going to be one which we will be working on for a week or so.

PROCESS: Were there any surprising facts which emerged from the cases your read? Were the abuse cases involving families or strangers?

TITLE OF ACTIVITY: Runaways

TIME NEEDED: One or More A/A

MATERIALS NEEDED: Research Material

GROUP SIZE: One A/A

PURPOSE: To allow students to discover reasons kids runaway and to see what life is like for the runaway.

GOAL CLASSIFICATION: Seventh Grade
III. Families
    B. Challenges

ACTIVITY: Research newspapers or magazine articles on runaways or throwaways. Discuss reasons for running away, what age group runs most, etc. Discussion questions:

> Have you ever considered running away or threatened to run away?
> What would be the one issue that would make you run?
> Where would you go?
> Would you confide in anyone before you went?
> Would you call home when you got there to let them know you're ok?
> What do you imagine you would do for money?
> For your education?
> How and where would you live?

CUES: One problem facing families today is children running away from home. Today we're going to discuss reasons for and results of running away.

PROCESS: Many T.V. programs have been done on runaways. Check with the media center for video tapes of the programs to show students.

TITLE OF ACTIVITY: Runaways II

TIME NEEDED: One A/A

MATERIALS NEEDED: Discussion question sheet

GROUP SIZE: One A/A

PURPOSE: To allow students to think about people who runaway from home and the results or conditions of running away.

GOAL CLASSIFICATION: Seventh Grade
III. Families
B. Challenges

ACTIVITY: Use the discussion question sheet to encourage students to participate in a discussion on runaways.

CUES: Today we are going to continue our discussion on runaways.

PROCESS: A person from the police force prosecuting attorney's office, runaway center or others who work with juvenile runaways could be invited to speak to the group.

DISCUSSION QUESTIONS: RUNAWAYS

1. What are the causes of teenage runaways? (physical and sexual abuse, poverty)
2. With all the publicity regarding the dangers facing runaways, why do you think youths are still running away?
3. Should runaways have to be returned to neglectful or abusing parents? If not, what should be done with them?
4. Would you be willing to pay increased taxes to support local runaway centers? Why?
5. How is poverty a cause of runaways?
6. Why do you think that abused children often become abusive parents? (role modeling)
7. What are some ways abused children could learn other methods of relating to or dealing with their children?
8. Are runaway shelters morally right in guaranteeing their youths confidentiality? Should parents be notified immediately?
9. How do runaways often get money and food to survive? [drugs, stealing, prostitution,(boys and girls)]

TITLE OF ACTIVITY: Runaways III

TIME NEEDED: One A/A

MATERIALS NEEDED: Discussion question sheet

GROUP SIZE: One A/A

PURPOSE: To allow students to discuss runaways and develop rules for themselves in case of runaways.

GOAL CLASSIFICATION: Seventh Grade
III. Families
    B. Challenges

ACTIVITY: Discuss the questions on the following page with students and bring to a conclusion the discussion on runaways.

CUES: We are going to continue our discussion on runaways.

PROCESS: Research: In your community, who are the people to whom one can turn for help before things get to the point where running away is the only alternative?
Invite representatives of these groups to participate in a panel discussion on what can be done to prevent a youngster from running away and what can be done to help the runaway.
Prepare literature, posters, advertisements (as an outgrowth of the panel discussion) so that you can reach as many students and parents as possible advising them on the help which is available.

DISCUSSION QUESTIONS: RUNAWAYS

Where would you go?

Would you confide in anyone before you went? Would you call home when you got there to let them know you're OK?

What do you imagine you would do for money? For your education?

How and where would you live?

How do you think your parents would react? Siblings?

Do you think you might ever return home? What conditions at home would require change?

If you returned home, what do you suppose things would be like regarding you and your parents relationship as well as your relationship with your siblings?

Imagine your dearest friend came to you and told you that she was considering running away from home:

What would you say or do?
How could you help?
Do you think that you would encourage or discourage this behavior?
Would you discuss the situation with your parents or have your friend discuss it with your parents?
If your friend had already left, would you inform the parents of the friend as to why, when, and maybe where they have headed?
Discuss at length with the class.
Draw up some conclusive rules that the class could use as guidelines should they ever be in a situation where they were approached by a friend contemplating running away.

Did you ever know anyone who ran away from home and came back?

How did you and fellow students and respective families reach to this person?

Did you find it difficult to relate to each other?

Did this person become a "celebrity"? If so, what could be done to avoid a situation like this that other students do not feel that running away is a great thing to do?

Extra Activities

What help is available for runaways returning home and improving home circumstances, striking out on one's own, etc.?

Make this information available to the student body and community interest groups in your community.

TITLE OF ACTIVITY:	Breaking Rules
TIME NEEDED:	One A/A
MATERIALS NEEDED:	None
GROUP SIZE:	One A/A
PURPOSE:	To allow students to look at their values and evaluate their relationships with siblings.
GOAL CLASSIFICATION:	Seventh Grade III. Families B. Challenges
ACTIVITY:	Discuss the following questions with students? 1. How many of you have younger brothers/sisters? 2. Have you ever been told to set a good example for them? 3. Does that make you feel grown-up or responsible? 4. Does it also make some problems for you? 5. Do younger brothers and sisters want to do the same things older ones do? Read the story on the following page to the students.
CUES:	Today we are going to discuss situations where you must make decisions relating to family.
PROCESS:	You can make up other situations to discuss and/or role play values, sibling rivalry, family communication, etc.

BREAKING RULES

Terry brags to a friend that his uncle's motor scooter is locked in his garage. The friend persuades Terry to take him for a ride, even though neither boy is old enough to have a driver's license and Terry knows that his parents would not allow him to use the scooter. The boys have a frightening and dangerous ride around the block, narrowly escaping injury and, in fact, damaging the scooter.

Terry's younger brother, Mike, tells him he saw Terry on the motor scooter. Then he asks Terry for the combination to the garage lock because he wants to try the scooter. Terry is faced with a dilemma: He knows that his brother could be badly hurt on the scooter, but he is afraid that if he refuses, his brother will tell their parents about Terry's own ride.

Discussion questions:

What is happening in this situation?
How do Terry and Mike feel?
What do you think you would do if you were in Terry's place?
Is there somewhere Terry's action could have been different?
What would have happened then?

Role play the situation with different endings or changing Terry's decision to take the scooter out.

TITLE OF ACTIVITY: WHAT WOULD YOU DO?

TIME NEEDED: One A/A

MATERIALS NEEDED: None

GROUP SIZE: One A/A

PURPOSE: To allow students to think about situations that might occur with a family and their decisions.

GOAL CLASSIFICATION:
Seventh Grade
III Families
    Sibling Rivalry

ACTIVITY:
Discussion: Have you ever been new in a town and school?
How did you feel?
Did you make friends easily?
Were there some people who were not friendly?
Read the situation on the following page.

CUES: We've all had some experiences of being strangers, but think how it would be if you were not only new to the town and school but to the country.

PROCESS: You might role-play this or other situations concerning sibling relationships.
family communication, etc.

Maria and Miquel are from the Philippines, new students in their middle school. Maria is getting along well, but Miquel has become a member of a small group of trouble-makers. This is his way of adjusting to the pressures of a new situation. At the insistence of the gang Miquel breaks a window in the school. Maria tries to Miquel to drop his new friends. He refuses. On the bus ride home the next day Miquel and his friends set a fire on the bus. When Maria tries to talk to Miquel about his friends again, he threatens to run away and says that if he leaves the gang they will beat him up. The next day another fire is started at school. Maria tell Miquel that she is going to talk to their parents but they will be hurt because they love him and are so proud of him. She is torn about what to do: If she tells her parents, Miquel will hate her and probably run away. If she doesn't tell them, she's afraid of what will happen to him.

Discussion questions:

1. What is happening here?
2. What is Maria's problem?
3. How about Miquel, how does he feel?
4. What do you think Maria will do?
5. How was Miquel feeling when he said if he left the gang they would beat him up?
6. What might he have done?
7. How might newcomers be included in a group?
8. How could you get to know people who have different customs from you?

EIGHTH GRADE

ADVISORY

PUTNAM COUNTY SCHOOLS

MIDDLE SCHOOL ADVISORY PROGRAM

OUTLINE OF CONCEPTS

EIGHTH GRADE

I. Introduction to Advisory

II. Getting Acquainted

III. Making Decisions

IV. Looking Ahead

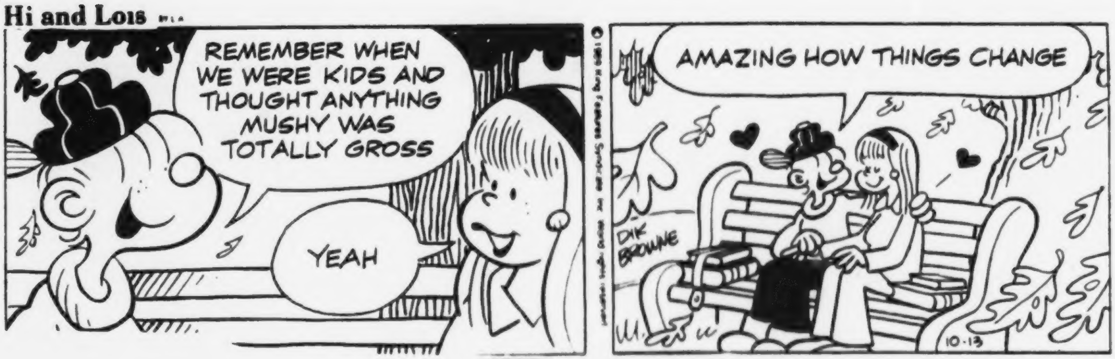
  A. High School
  B. Colleges/Post Secondary
  C. Careers

INTRODUCTION

These activities are intended to give the students a basic understanding of some major components of advisory. Communication skills are vital to the advisory process, therefore the major focus is on communication facilitators and stoppers.

The purpose of circle seating and advisory itself is included because many students question the reasons for both.

You may use any or all of these introductory activities at the beginning of each year or when you feel they are appropriate.


Hi and Lois
REMEMBER WHEN WE WERE KIDS AND THOUGHT ANYTHING MUSHY WAS TOTALLY GROSS
YEAH
AMAZING HOW THINGS CHANGE
DIK BROWNE
10-13

TITLE OF ACTIVITY: Eye Contact

TIME NEEDED: One A-A period

MATERIALS NEEDED: Timer/watch

GROUP SIZE: One A-A

PURPOSE: To allow students to experience the impact of eye contact and the lack of it.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide students into pairs, sit facing each other. One will be the speaker and the other the listener. The speaker will discuss a topic for one minute. The listener will not say anything and will not look at the speaker (look anywhere except the speaker's eyes). Repeat the process with the listener giving normal eye contact. Have the partners change places and repeat the process with the listener becoming the speaker and the speaker becoming the listener both with and without eye contact. (See next page for topics)

CUES: Discuss the importance of eye contact during conversation. Ask students to help create a situation which will give them the opportunity to experience the effects of eye contact and no eye contact.

PROCESS: When partners are not giving eye contact, the noise level will increase because they will try to get the listener's attention and they will almost always laugh.

Discussion Questions:

1. Does this activity make the expression "the eyes are the windows to the soul" meaningful?
2. How did it feel when your partner would not maintain eye contact with you as you spoke?
3. How did you feel when you did get eye contact from your partner?
4. How did it feel to keep from giving eye contact to your partner?
5. How did you feel about giving your partner eye contact?
6. Besides eye contact, what are other ways people can show they are listening, ways that only have to do with body language? (open body posture, leaning forward, interested facial expression, smile)
7. Were you aware of the changes in the noise level in the room during different parts of the activity? What were they? What make it so noisy at times?
8. What is the most important thing you learned from this activity?

(Some students may feel uncomfortable staring into someone's eyes, they may concentrate their vision on the spot just between the bridge of the nose and the corner of the right eye.)

Possible topics for partner discussion:

How I feel about the weather today.
My plans for this afternoon when school is out.
My vacation.
My hopes for the future.

TITLE OF ACTIVITY: Tape Recorder

TIME NEEDED: One A-A

MATERIALS NEEDED: Chalkboard and timer

GROUP SIZE: One A-A

PURPOSE: To give students and opportunity to practice attentive listening for content.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide students into pairs. Have one student be the speaker and one the listener. The speaker is to speak for two minutes to his/her partner about a given topic. The listener listens attentively, mentally recording the speaker's data. The speaker then "plays back" the information he/she recorded. The speaker is then given time to clarify or correct any information the listener didn't understand and to add things the listened forgot Reverse roles and repeat. Repeat again with a different topic.

CUES: Explain that listening is an important part of the communication process. One way to listen is complete silence, giving the speaker a green light to speak without interruptions. Another is by attentively recording the content of speaker's words. We will be practicing these methods today.

PROCESS:
How did you feel as the speaker?
How did you feel as the listener?
Did it get easier or harder the second time to act as the tape recorder?
Did you learn anything new about your partner?
Of what value is silent, attentive listening to effective communication?
What are some of the things you can do to show someone that you are really listening? (silence, attentive body posture, good eye contact, leaning forward)

TITLE OF ACTIVITY: Communication Stoppers

TIME NEEDED: One A-A or more

MATERIALS NEEDED: Chalkboard

GROUP SIZE: One A-A

PURPOSE: To allow students to observe how certain behaviors stop communication in advisory and in other situations.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Begin by briefly discussing the communication stopper and giving examples of each. (List is on next page)
Role play situations in which students demonstrate the communication stoppers and have other students identify the type.

CUES: Today we are going to discuss certain behaviors which hinder or stop communication in groups or relationships.

PROCESS: Ask the students to act out a talk show without using communication stoppers then to begin using the stoppers and compare the two shows.
Close by discussing what the effects of the communicationn stoppers were on the student actors.
You may use the discussion questions in the next activity in conjunction with this activity if you wish.

COMMUNICATION STOPPERS
DEFINITION SHEET

1. INTERRUPTING - "butting-in" over and over on a person as he/she talks with statements about yourself or things that have happened to you.
   "Have I ever told you about..."
   "That happened to me..."

2. ADVISING - Giving unasked for advice.
   "Well, if I were you..."
   "Take my advice..."
   "Here's what you should do..."

3. PROBING - Asking question after question in a demanding tone or the person trying to speak.
   "Why did you..."
   "When did you..."
   "How did you..."

4. CONFRONTING - Putting the other person on the spot
   "You did not..."
   "Well so what? Do you think I care?"

5. JUDGING - Continually making judgements as the person speaks, about the person or what the person is talking about.
   "What a good person you are."
   "Oh, that's too bad."

6. INTERPRETING - Adding your own ideas and conclusions to what the person says.
   "You're a/an..."
   "You're feeling..."

7. DOMINATING - Taking over a conversation, not letting the other person get a word in.
   "So do I...and...because..."

8. PUTTING DOWN - Making negative and sarcastic remarks about what the person is saying or the person. Usually ends in the other person returning the put-downs.
   "You're a jerk..."
   "That's stupid..."

(If you're acting these out, let the other person know they can also use put-downs.)

TITLE OF ACTIVITY:	Communication Stoppers (II)
TIME NEEDED:	One or more A-A's
MATERIALS NEEDED:	Discussion questions
GROUP SIZE:	One A-A
PURPOSE:	To allow students to learn more about communication stoppers.
GOAL CLASSIFICATION:	Introduction
ACTIVITY:	Discuss how each communication stopper worked and how the speaker felt. (You may use the discussion questions on the following page.)
CUES:	Today we are going to continue our discussion on communication stoppers and how people feel when their conversation is stopped or affected.
PROCESS:	You may use these questions after each demonstration in the preceding activity.

DISCUSSION QUESTIONS
COMMUNICATION STOPPERS

INTERRUPTING:

1. What effect did it have on the person trying to talk?
2. Did the interrupter understand what the other person was trying to say?
3. Has this ever happened to you?
4. How did you feel?

Switch the role-play so the interrupter is being interrupted and ask how it felt? (frustrating, futile)
Is probably the simplest but most devastating way to stop communication.

ADVISING:

1. What words and statements were advising?
2. How does unasked for advice stop communication?
3. Has this ever happened to you?
4. How did you feel?

Inferior, belittling - very often doesn't fit the situation, comes across as belittling.

PROBING:

1. What effect did it have on the person trying to talk?
2. When does simple questioning become probing?
3. Has this ever happened to you?
4. How did you feel?

Defensive - leads speaker away from what he/she wanted to say.

CONFRONTING:

1. What confronting statements were used?
2. How does it generally affect the person?
3. Has this ever happened to you?
4. How did you feel?

Down-graded, on the spot - Confronted person finds it difficult to talk straight.

JUDGING:

1. What judgmental statements were made?
2. How does it generally affect people when these statements are made?
3. Has this ever happened to you?
4. How did you feel?

Inferior, diminisher, unmotivated to continue - Puts person on unequal status even when it is a positive judgement.

INTERPRETING:

1. What is an interpretation?
2. Which statements were interpretations?
3. Has this ever happened to you?
4. How did you feel?

Not valued as our real self - Hard to communicate with someone who won't let you be yourself.

DOMINATING:

1. Do you think most dominators realize what they are doing?
2. Has this ever happened to you?
3. How did you feel?

Frustrated - May force others to use another type of stopper.

PUTTING-DOWN:

1. What are some ways people are put-down?
2. How productive do you think this type of communication is?
3. Are the other communication stoppers put-downs too?
4. Has this ever happened to you?
5. How did you feel?

Insulted, need to protect self - Putting people down is destructive.

ADDITIONAL POINTS ON COMMUNICATION STOPPERS:

Communication stoppers are almost always inappropriate in advisory class and are usually not helpful in other situations, although we can't say that there is never a situation when they would not be appropriate.

To point out communication stoppers to others when they use them, although it may be tempting, is using a communication stopper yourself. The reason we learn about communication stoppers it to allow us to use more self-control. Accusations will probably no help to gain insight or help to control our own behavior.

As you become more aware of what communication stoppers are and how they cause bad feelings in people, you might be able to use more self control to keep from using them.

There are other communication stoppers, many of which are nonverbal. Ask the class to think of others. (laughing at, sneering at, ignoring)

AFFIRMATIONS FOR A LOVING LISTENER

1. I will try to concentrate on what you are saying. I will train myself to put my work aside, the paper aside, anything aside and turn off what I'm thinking to focus on your words.
2. I will try to feel what you are feeling. This may be hard, but I will certainly make the effort to get behind your words and experience what is in your heart.
3. I will give you a chance to say it all. I will hold my tongue and not comment too soon.
4. I will try to prime your pump. I will ask questions. Sometimes I will say back to you what you have said until we both fully understand what you mean.
5. If I feel even the smallest anger from you toward me, I will try my best to control my fire.
6. I will not cop out by giving no answer when an answer is important. I will remember that silence is sometimes effective, but sometimes it's cowardly.
7. When you are hurting because you're down on yourself, I will assure you again that no matter what you think of you, I am still up on you.

COULD YOU JUST LISTEN?

When I ask you to listen to me and you start giving me advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem.

Listen! All I asked was that you listen, not talk or do - just hear me.

Advice is cheap; 20 cents will get you both "Dear Abby" and Billy Graham in the same paper.

I can do for myself - I am not helpless; maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself, you contribute to my fear and inadequacy.

But when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and can get about this business of understanding what's behind this irrational feeling. When that's clear, the answers are obvious and I don't need advice.

Nonrational feelings make more sense when we understand what's behind them.

So please listen and just hear me.

And if you want to talk, wait a minute for your turn - and I'll listen to you.

TITLE: Talk About It

TIME NEEDED: One A-A

MATERIALS NEEDED: None

GROUP SIZE: One A-A

PURPOSE: To allow students to interact verbally with members of the advisory on a one-to-one basis before being asked to interact with the whole group.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Have students select a partner or you pair them. Each pair will take turns being speaker and listener for one minute each. The listener should ask no more than one question. At the end of the two minutes, everyone will switch partners and repeat the process with that person. Complete as many pairs as time allows. Return to group and discuss the following questions:

1. How did it feel to be the speaker?
2. How did it feel to be the listener?
3. How did you react to changing partners again and again?
4. Did speaking and/or listening get harder or easier as you went from partner to partner?
5. Did anyone learn anything interesting about someone during this activity that you didn't know before?
6. Did anyone learn anything interesting about themselves?

CUES: Today we are going to be involved in an activity which will allow you to practice the skills you have learned through talking and listening to other members of the class.

PROCESS: Suggested topics:

My hobbies.
My favorite food.
My favorite tv program or movie.
My favorite book.
My favorite animal.
My favorite game or sport.
My favorite song or musical group.
My favorite subject.
My favorite person.
Something I'm looking forward to.

TITLE: Circle Seating

TIME NEEDED: One A-A

MATERIALS NEEDED: Chalkboard and following three sheets

GROUP SIZE: One A-A

PURPOSE: To introduce the procedures and rationale for circle seating to students.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Use the sheets on circle seating, procedures, and ground rules as a basis for discussion on circle seating. You may change any of the lists to conform to the needs of the group you are working with.

CUES: Today we are going to discuss circle seating, why we use it and the ground rules for advisory class.

PROCESS: Key Points to discuss:

This is a time and place for you to:

1. Get attention and acceptance.
2. Practice positive communication skills.
3. Learn more about yourself and others.

This is not a time for you to:

1. Share intimate experiences, thoughts or feelings.
2. Solve your problems.
3. Tell each other what to think or feel. You are urged to share things that wouldn't embarrass anyone, yourself, classmates, or someone else whom you might want to talk about.

CIRCLE SEATING

IN A CIRCLE THERE IS NO FRONT, MIDDLE, OR BACK.

NO ONE IS IN FRONT OF OR BEHIND ANYONE.

THEREFORE, EVERYONE IS SIDE BY SIDE AND EVERYONE IS EQUAL TO THE OTHERS.

ADVISORY CLASSES ARE FOR SHARING EXPERIENCES, THOUGHTS, AND FEELINGS.

PROCEDURES

1. Arranging the chairs......1-2 min.
2. Review the ground rules...1-2 min.
3. State the topic...........1-2 min.
4. Discussion/activity.....15-25 min.
5. Review....................1-2 min.
6. Summary...................2-3 min.
7. Rearrange furniture.......1-2 min.

GROUND RULES

1. BRING YOURSELF AND WHAT THE TEACHER TELLS YOU ONLY TO THE CIRCLE.
2. EVERYONE GETS A TURN TO SHARE.
3. YOU MAY PASS YOUR TURN IF YOU WISH.
4. LISTEN TO THE PERSON WHO IS TALKING.
5. THE TIME IS SHARED EQUALLY.
6. STAY IN YOUR OWN SPACE.
7. THERE ARE NO INTERRUPTIONS, PROBING, PUT-DOWNS, OR GOSSIP.

TITLE:	Why Advisory?
TIME NEEDED:	One A-A
MATERIALS NEEDED:	Information sheet - advisory
GROUP SIZE:	One A-A
PURPOSE:	To give students some insight into why developmental guidance (advisory) as a class exists.
GOAL CLASSIFICATION:	Introduction
ACTIVITY:	Go over the information on the information sheet and discuss with the students. You may give each student a copy or you may "pick and choose" what information you use.
CUES:	Today we are going to discuss advisory class, why we have it and what is expected of you in this class.
PROCESS:	You may discuss the information as it is or you may choose what you wish to discuss. You may find that the students need more practice with the communication skills.
TEACHERS NOTE: (RE:	348)

ADVISORY

INFORMATION SHEET

Take a look at someone near you. Think about the person's appearance and all the things you can't see, too. Think about all the parts that make up a whole person.

You are a whole person, too. You are a system, a system of systems, a collection of many things.

YOU'VE BEEN AROUND

Every day of your life you've done things and experienced feelings and thoughts. A lot of things have happened to you, and all those things have helped to make you - you.

It's the same with others. They've been around, too. But their experiences have not been exactly like yours. As people, we have a lot we can share with one another.

AND SHARING IS WHAT ADVISORY IS ALL ABOUT!

Advisory is a class in self learning with others. It's a collection of ideas and activities that focus on what being a person is all about.

When you are in advisory class, the topic will be announced, and you may say something about it if you with. When you're not speaking, you'll have a chance to listen to others. At the end of the class, the leader will ask the group some questions about the things they noticed or learned in the class.

You may tell about experiences you've had and you might tell what your feelings were if you want to.

Wouldn't it be great to have someone really listen? Wouldn't it be interesting to learn more about yourself and others? Well, when you're in advisory class, you'll have an opportunity to do both - and more. These classes will be successful when everyone respects the ground rules:

1. Bring yourself and what the teacher tells you ONLY to the circle.
2. Everyone gets a chance to share.
3. You may pass your turn if you wish.
4. Listen to the person who is talking.
5. The time is shared equally.
6. Stay in your own space.
7. There are no interruptions, probing, put-downs, or gossip.

The key to advisory class is communication. You've practices listening, which is one of the do's. And you've discussed communication stoppers, which are collections of don'ts.

Here is a list of communication stoppers:

interrupting (butting in)
confronting (attack)
dominating ("word avalanche")
judging (good, bad, wonderful, awful)
advising (what I'd do)
interpreting (putting words into someone's mouth)
probing (getting nosy)
putting down (all of the above and name - calling)

One thing important about communication stoppers that you need to remember is that they are sometimes very necessary and important, but they don't fit well in advisory class. There are a lot of other times they don't work very well either.

Here are some things you might like to try:

The next time you are in a situation that involves silence, decide not to let the silence make you feel funny. Relax and make yourself comfortable. Rest your mind and your muscles. Make the silence comfortable for others too, if you can.

During the next few hours see how well you really hear what other people are saying to you, and see how well you can let them know that you are listening. Notice how they react.

TITLE: Listening and Feedback

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity Sheet

GROUP SIZE: One A-A

PURPOSE: To give students the opportunity to practice and observe positive communication skills.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Divide class into groups of three (3). Have one student be the speaker, one the listener and the third the observer. Give the students topics to speak on (something that bugs me). After three minutes have the observer discuss with the other two what they observed. (Be sure the speaker tells what he/she felt.) Change roles and repeat, speaker becomes listener, listener becomes observer, observer becomes speaker. Change roles and repeat the third time.

CUES: Today we are going to practice using the communication skills we have been learning.

PROCESS: Return to seats and discuss:

1. How did it feel to try to paraphrase another person?
2. How did it feel to be paraphrased?
3. How did you react to being the observer?
4. Why did we have each person observe?
5. What did you learn (gain) from this exercise?

Paraphrasing is not appropriate in all conversation, but can be helpful if we choose to use it. It isn't easy takes a lot of practice. Like all new skills, it feels unnatural at first. As we practice, it becomes a habit like other new skills. Paraphrasing and the other communication facilitators are good habits to develop.

ACTIVITY SHEET

LISTENING/OBSERVATION

	1st minute	2nd minute	3rd minute
COMMUNICATION HELPERS:			
Silence			
Paraphrasing			
Attentive body posture			
Pleasant tone of voice			
Good eye contact			
COMMUNICATION STOPPER:			
Interrupting			
Advising			
Probing			
Confronting			
Judging			
Interpreting			
Dominating			
Putting down			

Comments:

TITLE: Getting It Together - Introduction

TIME NEEDED: One A-A

MATERIALS NEEDED: Activity Sheet - Getting It Together

GROUP SIZE: One A-A

PURPOSE: To allow students to bring together all that they have learned in this section.

GOAL CLASSIFICATION: Introduction

ACTIVITY: Have students complete the activity sheet and discuss the answers.

CUES: Today we are going to review and evaluate the things which we have studied in this section on Advisory and Communication Skills.

PROCESS: You may use the activity sheet for a grade if needed or substitute your own questions.

TEACHERS NOTE: On the following pages is some background information for the teacher. It is reproduced from the monograph published by the National Middle School Association titled Advisor-Advisee Programs: Why, What and How. It was written by Dr. Michael James, an associate professor at Wichita State University.

Within this monograph is a description of the Putnam County Advisory Program. It is contained in Part IV, "Six Successful Programs." This background information is for the teachers enlightenment to help prepare for the activity that follows.

Why Affective Education in the Middle School

Introduction

Every transescent learner in America's middle level schools has a bundle of intellectual, physical, social and emotional potential. What happens to this potential depends, in large measure, on how the school defines its purposes and develops its programs. All schools have rather well defined academic programs that are designed to promote intellectual growth. Since transescent learners possess intellectual capacities and sophistication of considerably varying degrees, these academic programs either fall short of, meet or exceed the learner's cognitive needs. Nearly all middle level schools have as well physical education programs that include some combination of structured physical skill activities, intramural/recreation sports outlets, and/or limited interscholastic sports. Depending both on how these programs are organized and on the range of physical-developmental characteristics of the students, these programs can and do promote healthy physical growth. A lesser number of middle level schools provide specific programs that explore and nurture positive social relationships and emotional development among students. Yet all transescent learners enter the middle level schools with a myriad of social and emotional concerns, ones that the individual youngsters simply cannot ignore.

Embedded in every school's philosophy are statements of purpose which call for attention to all aspects of development — intellectual, physical, social and emotional. All too typically, the statements dealing with social and emotional development are not backed up with specific programs and plans for achieving growth in these areas. There are, however, an increasing number of middle level schools that feature purposefully planned programs that address these needs.

Part II of this monograph is comprised of six on-going programs of affective education. Each of these programs is unique in its own right just as are the transescents involved. Each one demonstrates in a different way commitments to affective program development for middle school learners. Each program was locally developed as an expression of felt needs concerning the complete array of transescent concerns whether as problems or possibilities. While individually different, together they demonstrate effectively ways that concerned middle schools can and do implement specific curricular programs for developing the affective side of the school's responsibility.

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Rationale

The New Webster's *Dictionary of the English Language* (1981) defines the noun "affect" as "emotion or feeling, as distinguished from cognition and volition." Further, the noun "affection" has as one of its meanings "...a property or attribute inseparable from its object." Transescent learners in our middle level schools today, as in decades past, have very real emotions and feelings about themselves, peers, adults, school, family and life in general. Many early adolescents can be characterized as exhibiting the positive example of affection: attachment, endearment, fondness, kindness, and even love and tenderness. Some, however, portray the negative acquisition of affection by manifesting aversion, hatred, indifference, repugnance and alienation. Whichever is the case, these properties are inseparable from the person. Schools and school programs, especially at the middle level, simply cannot ignore this relationship.

A. Mikalachki (1973), concludes:

> It appears that cognitive learning does not take into account either the feelings and concerns of the student or the social environment that affects those feelings and concerns. But...they have inevitable consequences. Cognitive learning cannot take place in a state of affective disorder, and we can no longer assume that the family or some other agency will take responsibility for the student's (total) affective development. It is imperative that school systems devote both their wits and their financial resources to the production of programs of affective learning. In them lies a response not only to youth alienation but also to many other human problems that challenge the educational system...".

What Mikalachki is also saying is that educators must accept an increasing share of responsibility for a balanced and positive program of cognition *and* affective development. In other words, they must demonstrate that they are fully responsible!

A review of educational literature over the past several years reveals that it is weighed heavily with discussions about the quantitative dimensions of education and assessments of effective schools. Improving students' achievement tests scores, time on task, teacher accountability, the science of teaching, and the role of the principal in improving the effect of schooling are common themes for journal articles. *But no learning situation or teaching process is without its inseparable affective attributes.* Competition to score higher on competency tests that are published and compared produces feelings of satisfaction or frustration, superiority or inferiority, to say nothing of stress or exhilaration. Increased time spent on productive learning, whether converted to a formula or as part of a science of teaching and learning can generate like feelings of adequacy or inadequacy, caring or disdain, potency or futility. The qualitative properties of education exist along side the quantitative, and some authorities believe the ultimate importance of the former greatly outweighs the latter (Miller, 1976). To realize the full impact of this statement requires that the implementers of balanced cognitive and affective programs allow for the expression of both what is known and how the knower feels about him/herself in the process. This is the call for affective education where the adjective "affective" means expressing feelings and/or emotions.

LABLE

Kohlberg (1971), Erikson (1968), Thornburg (1974), Elkin (1984), Beane (1986), and many others express and support the importance of the social-emotional development of transescents.

For instance, Beane (1986) discusses the importance of the evolving developmental affective view as reflecting the writings of Dewey, Kohlberg, and Raths, and the concerns about the central role of personality and perception as reflected in the writings of Carl Rogers, Maslow, Combs, and Purkey. He says,

> "Their work...was highlighted by proposals to place greater emphasis on self-concept, interpersonal relations, and the search for personal meaning in the curriculum. They also proposed that the school enhance personal growth by becoming more humane and less custodial." (p. 28)

While Elkind (1984), sounding a much more sobering and stark view of problems facing youth, contends that,

> "...students fail to realize their potential because the bigness of today's schools militates against the mentoring of such students by individual faculty members...Self definition, for example, is facilitated by being with people who know us well and who give us useful information about ourselves. The more people who know us well, the more likely we are to get a balanced picture of ourselves, since the biases of one person will more than likely cancel out those of another." (pp. 143-144)

Whether moving from an egocentric view of the world to a more humanitarian view, or developing a new sense of self in the context of changing bodies and relationships, youth in the middle school years are vitally concerned with many aspects of their affective growth. These concerns are brought into every social and educational aspect of their day-in and day-out lives.

Many times educators become aware of the depths of these concerns only when a crisis occurs as the apparent consequences. A pregnant thirteen year old, alcoholic fifth grader, suicidal prone teenager, or delinquent youth all suggest the negative manifestation or reaction to affect. Some schools and communities back crisis intervention programs to cope with these problems. Spirited middle school learners, enthusiastic participants in cooperative learning experiences, and smiling and laughing faces signal the positive internalization of affect. Surely when wellness is so much a part of current medical and mental health practices, schools for the transescent should capitalize on every opportunity to promote "affective wellness." This would indicate positive intervention in promoting healthy personality development.

From the formalized recognition of middle grades education and organizational arrangements at the turn of the century — whether upper elementary, intermediate, junior high school, or middle school — to the present, programs have existed and, in some cases, still flourish that contain affective properties. Homerooms, besides being a time to complete necessary administrative duties, have provided some sense of community. Core curricular programs have put into practice the tenets of confluent education and guidance. School counselors, if not just schedule makers or disciplinarians, have provided students with a caring intervener and advisor. Co-curricular activity programs have also provided outlets for students to explore their interests, talents and concerns. But until the establishment of the middle school movement with its advisor/advisee, homebased, or teacher/advisee programs, relatively little was done to implement fully programs that were directed at developing the social-emotional side of youth. And yet, even exemplary programs of this nature which are effectively meeting the social and emotional needs of learners are threatened by changes in funding priorities, an overemphasis on quantitative educational results, and apathy on the part of many educators who seem unwilling to get involved in the lives of the learners. If it is true, as many middle school authorities suggest, that these middle grade years may be the last chance to significantly intervene in the positive development of youth both cognitively and affectively, then everyone involved with youth from family, to social agencies, to administrator-staff-support personnel in schools, to youth itself needs to recommit available energies to the further continuance and enhancement of school programs which promote affective growth.

Positive identity formation which is a developmental task of transescent learners requires an expansive inquiry into self (James, 1980). This inquiry identified the categories of being (self-concept) and the personal values attributed to the categorization (self-esteem). Because all transescents are experiencing new physical and sexual awakenings, plus more complicated social and emotional interactions coupled with the ability to think about their own and others' thinking (Elkind, 1984), they need both the advocacy of adults who care about them and planned programs which allow for this continuing inquiry into positive identity formation. This personal and significant inquiry cannot be left to chance.

The "Basics of Tomorrow" published by the Education Commission of the States in 1982, lists the following nine items as basics:

evaluation and analysis skills
critical thinking
problem solving strategies
organization and reference skills
synthesis
application
creativity
decision-making
communication skills (Costa, 1985)

This Commission stresses the need for schools and school programs to build these "basics" into all aspects of the learner's academic and personal development. Certainly many of these basics constitute the processes used to master skills and academic content. Nevertheless, to balance out a learner's development, these basics need to be applied in like measure to a person's affective growth. For exemplary middle school programs in affective education, planned emphasis and application of these growth-producing competencies can be realized in advisor/advisee plans. The challenge is to do it.

The next section of this monograph details six successful middle level advisor/advisee programs from around the country. Readers must realize the uniqueness of each program and the concerted efforts of local planners to build and sustain the needed affective education components of every transescent's development.

ACTIVITY SHEET

GETTING IT TOGETHER

INTRODUCTION

1. What is the purpose of advisory class?

2. What are some ways of showing a person you are listening through body language? Name at least 4.

3. What is paraphrasing?

4. Name the communication stoppers we studied. (8)

5. Give short definitions of four communication stoppers.

6. Give two reasons why we use circle seating.

TITLE OF ACTIVITY: Getting Acquainted

TIME NEEDED: One A-A Period

MATERIALS NEEDED: None

GROUP SIZE: Any number.

PURPOSE: To allow students to get to know each other in a related manner.

GOAL CLASSIFICATION: Eighth Grade
I. Getting Acquainted

ACTIVITY: The teacher may begin this activity by saying his/her name and something to describe himself, beginning with the same letter. Next person says his name and something to describe himself with same beginning letter plus adds what was said by previous person. For example teacher says "I am Miss Smith and I smile a lot." Second person says, "I am Tom and I'm tall and this is smiling Miss Smith", etc.

CUES: In order for us to get to know each other in our group we are going to go around our circle and say our names and something about ourselves that begins with the same beginning letter.

PROCESS: Students should be able to report that they have learned at least two new names by doing this activity. Have students refer to each other by name when doing future activities.

TITLE OF ACTIVITY: Knowing Faculty and Staff

TIME NEEDED: One A-A Period

MATERIALS NEEDED: Can use yearbooks, if available, or list of staff and faculty members.

GROUP SIZE: Any number.

PURPOSE: To introduce new staff members to the group or to permit new students to become acquainted with faculty and staff members.

GOAL CLASSIFICATION: Eighth Grade
I. Getting Acquainted

ACTIVITY: Students may use previous years yearbooks to see which faculty and staff members remain or changes that have occurred. Teacher can use the students schedules to see which teachers are listed. These may be listed on board to see how many teachers are involved. Then each teacher can be described and located in the building.

CUES: There are changes that occur each year withing a school. Today we're going to take a look at the faculty members you are going to need to know and where they are located in the building.

PROCESS: Students should feel more comfortable about room location once activity is completed. Ask if there are any teachers they are still unfamiliar with and need to have described.

TITLE OF ACTIVITY: Lucky Three

TIME NEEDED: One A-A Period

MATERIALS NEEDED: Paper and Pencil

GROUP SIZE: Any number.

PURPOSE: To allow students to look at themselves in a positive way.

GOAL CLASSIFICATION: Eighth Grade
I. Getting Acquainted

ACTIVITY: Teacher asks each student to list:

1. Three things I do well
2. Three jobs I'm responsible for
3. Three goals for this year

Students pair up with another and share their lists.

CUES: The number "three" rhymes with "me" and today we are going to use that to describe ourselves. On your paper you will number to three, three times.

PROCESS: Ask students how they felt sharing some things about themselves with another. Was it hard to come with three good qualities about yourself? Did you learn something new about another person in our group?

TITLE OF ACTIVITY: Getting To Know Me

TIME NEEDED: One A-A

MATERIALS NEEDED: List of open ended questions.

GROUP SIZE: Any number.

PURPOSE: To allow students to share something about themselves in a non-threatening way.

GOAL CLASSIFICATION: 8th Grade
I. Getting Acquainted

ACTIVITY: Teacher reads an open ended question, then writes on board or overhead the responses. Students will find others in the group who have similar feelings to theirs.

CUES: Sometimes we feel that we are the only one who believes in a certain way or has fears about certain things. Today we will have an opportunity to see if others share some of our concerns.

PROCESS: Were you surprised by any of the answers you heard? Did you hear any that sounded exactly like you? Were there some answers that you had not thought of before?

POSSIBLE QUESTIONS TO USE:

1. Something I'd like to learn to do is ....
2. Sometimes I wish I had ....
3. One thing that makes me happy is ....
4. I am really looking forward to this year because ....
5. My biggest fear about this year is ....
6. My favorite holiday is .... because ....
7. The one thing I enjoyed most about summer is ....

TITLE OF ACTIVITY: Groups of Favorites

TIME NEEDED: One A-A Period

MATERIALS NEEDED: None

GROUP SIZE: Any number.

PURPOSE: To permit students to get into groups based on likes of certain products to see how the groups can change based on extended factors.

GOAL CLASSIFICATION: I. Getting Acquainted

ACTIVITY: Teacher has students stand - then tells them to get into groups based on their favorite toothpaste; favorite ice cream flavor; favorite music group; favorite eating place. Allow plenty of time between changes to have students mingle around and find our what group is represented around the room.

CUES: Today we are going to look at the ways groups change according to personal preferences. I want you to get into groups based on your favorite toothpaste. Find everyone who agrees with you on their favorite toothpaste and all of you form one group.

PROCESS: What did you learn from this activity?
How can this be applied to everyday situations?

TITLE OF ACTIVITY:	Rank Order
TIME NEEDED:	One A-A Period
MATERIALS NEEDED:	Questionnaire (Next page) Pens or pencils
GROUP SIZE:	Any number.
PURPOSE:	To make the student aware that our values help us to make decisions.
GOAL CLASSIFICATION:	Eighth Grade II. Decision Making
ACTIVITY:	Teacher gives students the questionnaire and asks them to rank order their preferences. Teacher draws a grid on the chalkboard to record responses. Question 1 Response I II III IV After recording responses, discuss reasons for choices.
CUES:	Each day we have to make decisions regarding different issues. Our values play a part in helping us decide on our choices.
PROCESS:	Did you have a difficult time deciding upon some choices? Why? Which decisions were easier for you to come up with? What things did you consider in your mind before selecting a choice?

1. Where would you rather spend a Saturday afternoon?

_____ in front of the TV

_____ at the mall

_____ on the phone with a friend

2. Which is most important in a friendship?

_____ loyalty

_____ honesty

_____ generosity

3. Which is most harmful to your body?

_____ alcohol

_____ marijuana

_____ cigarettes

4. When you worry about grades at school, do you think about?

_____ your parents

_____ yourself

_____ getting into college

5. When you think about a career for yourself, do you think about?

_____ working with people

_____ working outdoors

_____ working with equipment like computers

TITLE OF ACTIVITY: Decisions

TIME NEEDED: One A-A Period

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: Any number.

PURPOSE: To make the student aware of decisions he makes alone with the help of parents and with the help of friends.

GOAL CLASSIFICATION: Eighth Grade
II. Decision Making

ACTIVITY: Teacher asks students to make three headings on his paper. Label one column "Parents Help", one "Friends Help" and one "Alone". Under each heading student lists decisions that are made according to the help received. Teacher can then pair up boys with boys and girls with girls to discuss their decision.

CUES: Many people influence decisions we have to make. Today we are going to look at what kind of decisions parents help us with, our friends help us with and which ones we make alone.

PROCESS: How did you feel about the influences of others on your decisions?

Are there some decisions you prefer to make alone?

Do you appreciate your friends help in making some decisions?

TITLE OF ACTIVITY: Road of Life

TIME NEEDED: One A-A Period to complete - more may be needed to share responses.

MATERIALS NEEDED: Paper and pencil.
(Teacher needs Road of Life story to read aloud).

PURPOSE: To give students the opportunity to look in a relaxed atmosphere at decisions they will have to make and to write about their choices.

GOAL CLASSIFICATION: Eighth Grade
II. Decision Making

ACTIVITY: Teacher tells students to relax as she reads a short story to them. Tell them to picture themselves as vividly as possible in this story. After the story is read ask them to write down the paths they think they might follow. Allow 10-15 minutes to do the writing.

CUES: Today I want you to sit back and relax while I read you a short story. As I read this story I want you to picture yourself in this story. You may want to close your eyes if this will help you to visualize yourself in this story.

PROCESS: After all have completed writing, the teacher asks each student to share their paths and some of the reasons why.

Decision Making

Road of Life

Picture in your mind yourself and imagine that you are standing stationary on a road which as you look down it appears to be very, very long and you realize that as you go down this road that there will be many points at which you must decide which fork in the road you want to follow. You begin walking and very shortly you come to an area marked high school and there are a number of paths to follow - they are marked College Program, Vocational Program, General Program. Which one will you follow? You continue along down one of those paths and shortly you come to a fork in the road marked - Drop out of school - Continue high school. Which one will you follow? You continue down your path and shortly there are a number of paths which you must select from. Get a job, go on to college, get vocational or apprenticeship training, get married, go in the service. Which path will you follow? You now continue on your selected path and find that at almost every step there is a decision to be made - to have children or not, where to live, where to vacation, what to do when I retire. You may feel like this is a long road and that many decisions have to be made at once, but you should consider some of the alternative paths. Open your eyes now and take a sheet of paper and write down some of the paths you think you might follow on the road of life.

TITLE OF ACTIVITY:	The Four Steps In The Decision Making Process
TIME NEEDED:	One Session
MATERIALS NEEDED:	Chalkboard
GROUP SIZE:	Any size.
PURPOSE:	To make sure you know the alternatives of a decision point and how to apply them by following the four steps outlined below.
GOAL CLASSIFICATION:	Decision Making A. Steps in Decision Making
ACTIVITY:	Draw the following diagram on the board and briefly discuss this model in terms of the process of making choices.

Step 1	Step 2	Step 3	Step 4
Define the decision including when it has to be made.	Write down the existing alternatives you know about	Determine Consequences of each Alternative.	Select Best Alternative.

CUES: Name the four alternative steps in decision making. Try applying the four steps in decision to the following situation.

Situation:
You are a member of a student advisory group that is supposed to help the school change its grading system. Go through the steps that might be used to identify the alternatives.

Step 1. Define the decision. ____________________

____

Step 2. Write the alternatives you already know about.

____

____

Step 3. Where would you go to find out about new alternatives?

____

Step 4. Add new alternatives.

____

TITLE OF ACTIVITY: Decision Making (I)

TIME NEEDED: One Session

MATERIALS NEEDED: Decision Making (I) Activity Sheet

GROUP SIZE: Any class size.

PURPOSE: To demonstrate how alternatives and related information can aid you in making a decision.

GOAL CLASSIFICATION: Decision Making
A. Steps in Decision Making

ACTIVITY: Given a situation, you will list alternatives and add any other information you would need before choosing the best alternative for you. Identify your values in this situation.

CUES: Decision making is a method whereby all possible alternatives are examined in the process of reaching conclusions. In reaching a decision, your own values have to be part of any consideration.

PROCESS: Divide the class into groups of three to complete the following situation described. Mention that all aspects should be discussed thoroughly before reaching a decision. One person should speak for the group.

DECISION MAKING (I) ACTIVITY SHEET

SITUATION: You are going with a boy or girl that your parents can't stand. They will not like it if you keep him or her as a friend.

Your values (related to this situation): You want respect for your judgement; independence; friendship. (Add your own values.)

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Alternatives (list all possible alternatives that meet your objectives)

1. Have a family conference with parents.
2. Talk to friend about what to say and how to act during a visit at your house.
3. Look at your friend again to be sure your judgement is good.
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Information (list the information you need to have about these alternatives)

1. The mood your parents are in before asking for a family conference.
2. Whether or not your friend suspects your parents' attitude.
3. What is it that really "bugs" your parents? What evidence do they have for feeling the way they do?
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

TITLE OF ACTIVITY:	Decision Making
TIME NEEDED:	One Session
MATERIALS NEEDED:	Pencil and paper
GROUP SIZE:	Any Class Size
PURPOSE:	To increase the student's awareness of the alternatives available in a given situation.
GOAL CLASSIFICATION:	Decision Making A. Steps in Decision Making
ACTIVITY:	Using the four steps of alternative Decision Making, the student will complete the steps and identify each element in the process given.
CUES:	Take a situation you would like to think through and make a decision about; identify your alternatives by following the steps below.

PROCESS:

Situation: You attend a large city high school, and you have never thought much about what you want to do after high school. You have recently become interested in going to college, but you discover that you don't have many of the academic credits that colleges seem to require. What will you do?

Step 1. Define the decision. ______________________

____

Step 2. Write the alternatives you already know about.

____

Step 3. Where would you go to find out about new alternatives?

____

____

Step 4. Add new alternatives. ______________________

____

TITLE OF ACTIVITY: To Decide Or Not To Decide
(A Day in the Life of Tommy)

TIME NEEDED: One Session

MATERIALS NEEDED: Copy of "Which Decision is Important" activity sheet, pencil and paper.

GROUP SIZE: Any size class.

PURPOSE: To increase student awareness of the number of decisions made each day and of the interrelatedness of different decisions (how one decision affect).

GOAL CLASSIFICATION: Decision Making
A. Steps in Decision Making

ACTIVITY: The teacher will read the story "To Decide or Not to Decide" then pick out the five most important decisions Tommy made.

CUES: What do these decisions have in common? Which decision had an element of risk or chance?

PROCESS: Discuss how they voted on the important decisions, encouraging different views as to which decision was most important. Make a grid of their responses and discuss the experience in any way that seem appropriate.

TO DECIDE OR NOT TO DECIDE
(A day in the life of Tommy)

The sound of the newsman announcing the expressway traffic backup is the first sound Tommy hears this very average Tuesday morning. As he slams the top of the clock radio to get a few more minutes sleep, the thought pops into his head that if he doesn't get up he won't have to face the snow, the teachers, and the whining of his sister. He gets up anyway.

By some miracle, young Tom makes it to the bathroom in the dark, finds the light, and stares at the sleepy looking but rather handsome lad in the mirror. After a brief conversation with his attractive friend, the real Tommy reaches automatically for his toothbrush. It occurs to him that if he skips the brushing and face-washing bit he can avoid having to touch water at least until supper. (He hates water!) "I mean, who would know? Mom would know! She'd probably smell my breath and guess the awful truth--and what about those two cute rah rahs in my science class?" Needless to say, he performs the washing rituals, and we next pick him up staring into his closet.

Another decision! If he wears his good old "wear it forever" flannel shirt, he'll be ready for the lunch time football game, but the queen of the house wouldn't approve. And if Miss Breznahan (old "clothes make the man" Breznahan) asks him to debate the causes of the energy crisis, he'll be through. The flannel shirt stays in the closet and we catch up to our hero on the way to the kitchen buttoning his "Mr. Straight" normal sixth grade boy's shirt. (He is, of course, attired in other appropriate middle-school clothing, including wrinkled Levis, worn out Earth shoes, and socks that don't match.)

All this choosing has taken valuable time, and stopping to eat now would eliminate the possibility of picking on his friend Morris before first period. A tangerine will have to do, and zoom, our hero is off to another day at the place (Beach Boys Middle School - an open-design school with a French provincial faculty).

TO DECIDE OR NOT TO DECIDE
(A Day in the Life of Tommy)
ACTIVITY SHEET

Which Decision Is Important?

Tommy had a pretty typical day in the story. Here is a list of the decisions he faced that day:

1. Whether to get out of bed.
2. Whether to brush his teeth and wash his face.
3. What shirt to wear.
4. Whether to eat anything for breakfast.
5. Whether to cheat on his science test.
6. Whether to take Spanish or band next year.
7. Whether to play the "soap-dish game" in the bathroom.
8. Whether to back out of the debate on the energy crisis.
9. Whether to go to the park or play ball during lunch.
10. Whether to play "guts" frisbee after school or clean his room and practice the trombone.
11. Whether to go to the baseball game with Ernie or fishing with his father.
12. Whether to watch Kung Fu or study for his math test.
13. Whether to go to bed.

(See if you can find other decisions that Tommy made.)

From the list, pick out the five most important decisions Tommy made. List them in order of importance and, after each, indicate why you think this was an important decision for him.

Tommy's five most important decisions:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

After you have completed your list, compare it with those done by others in the class. From this comparison, see if you and the class can come up with an explanation which illustrates how arriving at a decision is important to people.

TITLE OF ACTIVITY: Decision Making (III)

TIME NEEDED: One Session

MATERIALS NEEDED: Shoe box and decision slips.

GROUP SIZE: Any size.

PURPOSE: To relate a decision making situation in which the student had to decide something and explain why the choice was made.

GOAL CLASSIFICATION: Decision Making
A. Steps in Decision Making

ACTIVITY: What could you do?
Allow each student to pick two decision slips from the box, have them tell something they could do and then what would they do.

CUES: Which were the easiest things to do?
Which were the hardest to decide?

PROCESS: Discussion:
Are the decision slips similar to any decisions we have to make during the day? Explain.

DECISION SLIPS

#1 SKIP DAY

You are talking with two of your friends. They decide to skip school the next day. Tim's parents will be away from home the next day so he wants you to come to his house for a skip day.

What do you do? What choice do you have? What are the consequences?

#2 FRIEND OR FOE

You are taking an important test. Everyone is busy completing the test. Your friend wants you to give him the answers to the questions. If you don't give him the answer he will not be your friend. What do you do?

#3 PICKED ON

One of the boys in an upper grade has been picking on you, teasing you, calling you names, and pushing you around. This happens every morning before school. What could you do? What choices do you have?

#4 LOCKER SWAP

You are at school, you have permission to go to the office. While you are on your way to the office, you see another student opening someone else's locker. What should you do?

#5 PARTY

Betty asks Phyllis to go to a party with her - Phyllis agrees to go, then calls her cousin and invites her to go along, without discussing it with Betty. What feelings would Betty have in this situation? What could she do?

TITLE OF ACTIVITY: Decision Making (IV)

TIME NEEDED: One Session

MATERIALS NEEDED: Activities - Likes and Dislikes - Questionnaire, pencils or pens.

GROUP SIZE: Any class size.

PURPOSE: To contrast characteristics and components of activities boys and girls enjoy as well as those which are not enjoyed.

GOAL CLASSIFICATION: Decision Making (Values)
A. Steps in Decision Making

ACTIVITY: The teacher will distribute activities worksheet and advises each participant to write in what he/she likes and dislikes about the activity and the reasons why they like or dislike a given activity.

CUES: Add at least ten activities to the list and provide likes and dislikes of the activity and the reasons why.

PROCESS: Teacher leads a group discussion on student findings. If you choose only one activity, how would you do this in applying the steps of decision making?

TITLE OF ACTIVITY: Decision Making (V)

TIME NEEDED: One Session

MATERIALS NEEDED: Favorites Activity Sheet and pens or pencils

GROUP SIZE: Any Class Size

PURPOSE: Given (three) items a student would like to buy, he/she will determine which one they want most and give their reasons why.

GOAL CLASSIFICATION: Decision Making
A. Steps in Decision Making

ACTIVITY: The teacher will distribute "Favorites Worksheet" and ask that each participant rate the items in each category on a scale from 1 to 3.

CUES: Select one item from each group and write next to it the reason that you selected this item as your favorite.

PROCESS: Facilitator should take note of similarities and differences in selection (e.g. boys selected this item most) and he/she should point out the many varying reasons for making a particular selection.

Name ______________________________

Rate each item: 1 - I don't like it
2 - I think it's okay
3 - I think it's very good, I like it

Television Programs   Reason for Selection as Favorite

_____ Mash

_____ Charlie's Angels

_____ Chips

Sports

_____ Baseball

_____ Football

_____ Swimming

_____ Basketball

Food

_____ Candy

_____ Pizza

_____ Ice Cream

T.V. Stars

_____ Eric Estrada

_____ Jacquelyn Smith

_____ Alan Alda

Items to Buy

_____ My own Pet

_____ 3 Speed Bike

_____ Records

_____ My own T.V.

_____ My own Radio

TITLE OF ACTIVITY: Occupational Status and Personal Vehicle Choice

TIME NEEDED: One Session

MATERIALS NEEDED: One Activity Sheet for each student, pencil

GROUP SIZE: Any Class Size

PURPOSE: To increase student awareness that the job they will soon hold may influence their life style.

GOAL CLASSIFICATION: Decision Making

A. Steps in Decision Making

ACTIVITY: Students will use the activity sheet to match vehicle with the occupation.

CUES:

1. Who would drive which vehicle and why?
2. Identify characteristics of each occupation and vehicle.
3. In some occupations, is there any particular status involved in the choice of a particular vehicles?

PROCESS: Discuss the reasons for selecting a particular vehicle with each occupation.

OCCUPATIONAL STATUS AND PERSONAL VEHICLE

ACTIVITY SHEET

DIRECTIONS: Listed below are many occupational titles. Match the type of vehicle that individuals might drive as part of their occupational identity. (Hint: Try to determine the possible salary levels with each position, the approximate cost of each vehicle, and whether some jobs require a particular type of vehicle.

Occupation	Vehicle								
	Olds	VW	Jeep	4WD Truck	Cadillac	Jaguar	Chevy	M.G.	Mercedes-Benz
1. Geologist									
2. Archeologist									
3. Pipe Fitter									
4. Business Executive									
5. Teacher									
6. Principal									
7. Fireman									
8. Navy Officer									
9. Construction Worker									
10. Warehouse Loader									
11. Scientist									
12. Auto Machanic									
13. Engineer									
14. T.V. Anchor Man									
15. Plumber									
16. Factory Worker									
17. Janitor									
18. Brain Surgeon									
19. Garbage Man									
20. Mailman									
21. Secretary									
22. Electrician									
23. Foreman									
24. Dentist									
25. Gas Station Attendant									
26. Trucker									
27. Lawyer									
28. Policeman									
29. College Professor									
30. Accountant									
31. Marine Biologist									
32. Basketball Player									
33. Farmer/Rancher									
34. Newspaper Reporter									

TITLE OF ACTIVITY:	The Choice of A Partner
TIME NEEDED:	One Session
MATERIALS NEEDED:	None
GROUP SIZE:	Any Class Size (Form Partners)
PURPOSE:	To provide a brief experience in implementing and not being able to implement a personal decision. It is often used as a basis for forming new groups.
GOAL CLASSIFICATION:	Decision Making B. Personal Decision Making
ACTIVITY:	Look around the room. In your mind, select someone with whom you would like to pair up. Now make a second choice. Choose a partner and pair up with that person. Take a moment to think about why the decisions you made did, and did not, get implemented.
CUES:	Did you get your first choice, second or neither? What kind of decision did you make in order to be with the person of your final choice? As you think of your choice, are you a "chooser" or "choosee"?
PROCESS:	Discuss the experience with others in the room. Did you feel better choosing a partner or being chosen by someone else?

TITLE OF ACTIVITY: Matching Interest With Career Choices

TIME NEEDED: Two Sessions

MATERIALS NEEDED: In a specific area of your classroom, place materials from the library that are illustrative of careers. Supplement with newspapers, old magazines and brochures that have examples of careers and occupations. Glue, scissors, paper and pencils are also needed.

GROUP SIZE: Individual or A/A Class

PURPOSE: To actively engage students in pursuing literature pertinent to career exploration

GOAL CLASSIFICATION: Decision Making
B. Personal Decision Making

ACTIVITY: Student will go to the special interest area and prepare a history of his/her area of interest in words and pictures.

CUES: What do you like to do best now?
What are some occupational areas that you would like to explore more in depth?

PROCESS: The activity is designed to improve student self-concept and foster career exploration. Little structure is needed in this activity. However, a small warm-up discussion on careers and possible choices would prove helpful.

TITLE OF ACTIVITY: Examining Priorities: Making Choices

TIME NEEDED: One Session

MATERIALS NEEDED: Department store catalogs (Sears, J.C. Penney, Lazarus, etc.)

GROUP SIZE: Any Class Size

PURPOSE: To give students an opportunity to make choices by prioritizing things of importance to them. The student can also use several sheets to examine various options and also learn to compute sales tax.

GOAL CLASSIFICATION: Decision Making
C. Group Decision Making

ACTIVITY: Pass out magazines, mail order catalogs, sporting goods catalogs, newspapers inserts, classified ad sections, etc.

CUES: Tell students that they each have an imaginary $100.00 to spend. They can choose whatever items they want as long as they don't exceed $100.00. Have them fill out their order form (activity sheet). Ask for volunteers to share their order forms and how they went about making their choices.

PROCESS: After each student completes his/her individual activity sheet, groups of four or five will be formed to work together in a team decision process. After completion of the exercise, ask the students to discuss the difference between the two experiences.

EXAMINING PRIORITIES: MAKING CHOICES

ACTIVITY SHEET

Name ______________________________

Address ____________________________

____

Item	Color/Size	Page in Catalogue	Cost

Sub-Total ____________

West Virginia State Sales Tax (6%) ____________

Total ____________

TITLE OF ACTIVITY: Cooperative Decision Making In Groups

TIME NEEDED: One Session

MATERIALS NEEDED: Chalkboard

GROUP SIZE: Any Class Size

PURPOSE: To promote self-confidence, develop verbal ability and foster the spirit of contributing to the group.

GOAL CLASSIFICATION: Decision Making
C. Group Decision Making

ACTIVITY: Build an animal. Tell the students that you are going to go around the circle asking everyone to give one item necessary to build an animal. You will go around several times. Tell them to start with the basics, but you will continue to build until you have an animal capable of competing with mankind for a place on our planet. (Ecology too! - Isn't that wonderful!) After you have been around once or twice, you might want to begin asking for a brief reason for contributions. Draw it on a blackboard as parts are contributed - Enjoy yourself.

Remember - you should not be bothered if you aren't working toward finishing some unit or making obvious a major truth about life. Part of your object is to give confidence, enhance an ability to talk comfortably, and a feeling of value to each student. Sometimes an appeal to the intellect is not as effective as a subtle enjoyable game.

CUES: What kind of an animal would be of benefit to all humankind? How would this animal be different from some of the present day members of the animal kingdom?

PROCESS: Low Risk Activities. Do something during which all will be asked to give some response - but the response is obvious, easy or something anyone should know. Then - Find a quiet way to thank the student for contributing. Encourage him to continue and make him feel important.

THE PROCESS OF GROUP DECISION MAKING

ACTIVITY SHEET

Instructions

You are a member of a space crew scheduled to rendezvous with a mother ship. Due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous spot. During the landing much of the equipment aboard was damaged. The most critical items available must be chosen for the 200 mile trip. Below are listed the nine items left undamaged.

Your job is to rank order them in terms of their importance. Place a number 1 by the most important, number 2 by the second most important. Number 9 represents the least important item.

Day 1: Individual	Day 2: Group	
_____	_____	Box of matches
_____	_____	50 feet of nylon rope
_____	_____	Portable heating unit
_____	_____	Two .45 calibre pistols
_____	_____	Two 100 pound tanks of oxygen
_____	_____	Stellar map
_____	_____	Life raft
_____	_____	Five gallons of water
_____	_____	Signal flares

TITLE OF ACTIVITY: The Process of Group Decision Making

TIME NEEDED: Two Sessions

MATERIALS NEEDED: Activity Sheet, pencil

GROUP SIZE: Any Class Size

PURPOSE: To become more aware of the importance of group decisions and the difficulties involved in arriving at consensus.

GOAL CLASSIFICATION: Decision Making
C. Group Decision Making

ACTIVITY: Students will individually respond to the activity during the first class period. For the second class period, form groups of four or five to reach consensus.

CUES: (Answers)
9, 4, 8, 7, 1, 3, 5, 2, 6

PROCESS:

1. Report some sample rankings during the first class period.
2. Analyze and collect data from the class.
3. Reach consensus in second class period.

TITLE OF ACTIVITY: You Be The Jury

TIME NEEDED: One Session

MATERIALS NEEDED: Pencil, paper

GROUP SIZE: Any Class Size

PURPOSE: To provide an opportunity for students to make both individual and group decisions and become more aware of the process involved in each.

GOAL CLASSIFICATION: Decision Making
C. Group Decision Making

ACTIVITY: Tell students they will all be serving on a jury and will have to make some important decisions. Describe for them situations where it is not obvious if the defendant is innocent or guilty, and ask them to individually arrive at a verdict. (An example: A man is accusing another man of having damaged his lawnmower when he borrowed it. The other man, the defendant, says the lawnmower was already damaged when he received it and does not feel he should pay for the repairs. The question is, who should assume responsibility? Next ask the students to arrive at a group decision).

CUES: What are the duties of a jury? Why do juries, rather than judges, determine most legal disputes?

PROCESS: The teacher will have students generate classroom situations that require a group decision. Give students the opportunity to use the jury system to decide what to do with each situation. Stress that the decision must be based on all available facts. In each case, the plaintiff's arguments must be proven beyond any doubt as to factual events.

TITLE OF ACTIVITY: Reputation

TIME NEEDED: One A-A

MATERIALS NEEDED: Pencil and Paper

GROUP SIZE: One A-A

PURPOSE: To help students understand problems encountered when teens break away from family patterns, establish new relationships and seek their own identification.

GOAL CLASSIFICATION: Decision Making

ACTIVITY: Examine why and how we develop reputations and how they may be changed.

CUES: During middle school years, we all would probably agree it is extremely important to be a part of a group. What is the truth in the statement, "Birds of a feather flock together." How can a person change a reputation when it is unfair or untrue?

PROCESS: As a group, make a list of reputations teenagers might not want to have - trouble-maker, nerd, boy (girl) crazy, etc. - and discuss each. Students may work individually or with a partner to make a plan for changing that reputation gradually.

Emphasize that building, keeping and, if necessary, changing one's reputation is a lifelong process.

TITLE OF ACTIVITY:	ONE THING I AM PROUD OF
TIME NEEDED:	One A-A period
MATERIALS NEEDED:	None
GROUP SIZE:	Any size
PURPOSE:	To permit students to focus on an accomplishment they are proud of.
GOAL CLASSIFICATION:	III Goal Setting
ACTIVITY:	Each student is asked to think about something he did or made that made him feel proud. It can be from childhood or recently. It may be something no one else even knows about.
CUES:	We have all done or made something in our lives that we've been proud of. For a moment I want you to think about a time when you felt really proud of yourself for doing something or making something.
PROCESS:	Is it important for us to have times when we've felt proud? Does it matter for other people to proud of us too? Can pride in ourselves keep us from trying new things?

TITLE OF ACTIVITY: By The End of This Week I Want To Have Something Done

TIME NEEDED: One A/A Period

MATERIALS NEEDED: None

GROUP SIZE: Any Size Class

PURPOSE: To introduce goal setting to students

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Each student is asked to think about something he hopes to accomplish in the next few days. It could be homework, making plans for the weekend, solving a problem or deciding what to wear to a special (ballgame, dance, school, etc.) He is then asked to share these with the group when his turn comes.

CUES: Each of us sets short term goals for ourselves to accomplish. We may wake up in the morning and have plans of what we are going to get done by the end of the day. Or we may have something special coming up in a few days that we have to make plans for.

PROCESS: Is it often important for us to have certain things done by a certain time?
Is setting goals helpful?
Can setting goals ever be unhelpful?
Do you use any particular steps in reaching your goals?

TITLE OF ACTIVITY: Goal Setting

TIME NEEDED: One Period or More if Needed

MATERIALS NEEDED: Paper and Pencil (Teacher may use "Goal Setting Steps" sheet provided)

GROUP SIZE: Any Size

PURPOSE: To give students the opportunity to learn the steps in setting goals and to look at options, resources and trade-offs when making short and long term goals.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Teacher leads discussion on types of goals we set. Gives students an opportunity to list both short and long term goals for themselves. What resources are needed? What options are available? Are there any trade-offs to reach the goal?

CUES: Every day we make decisions that help us reach goals we have set for ourselves. What goals have you set for yourself for today? Are there decisions you have already made to help you achieve today's goal?

PROCESS: Teacher asks each student to name one goal he has set to accomplish for that day. If time permits, go around and ask students what decisions, trade-offs, resources or options they can think of to attain that goal.

GOAL SETTING STEPS

Setting Goals	A goal can be something you want to accomplish. Or it can be a problem you want to solve. Setting goals involves looking ahead to where you want to go . . . deciding what you want for you - now and in the future.
Checking Resources	Resources are what you have that can help you reach your goals. Some examples are knowledge, abilities, money, time, energy, family and friends. The resources you have are different from those others have.
Thinking About Options	Options are different ways to reach a goal or solve a problem. The more resources you have, the more options you have,
Developing a Winning Attitude	A positive outlook gives you confidence to go ahead on your own and make decision. You need a winning attitude to act on your decisions and accept responsibility for their consequences.
Thinking About Trade-Offs	A trade-off is what you have to give up to get something else. You must think about trade-offs when you are deciding which option you will use to reach your goal.
Using Your Head	Making decisions involves thinking. You need to use your head to make decisions which are right for you.

TITLE OF ACTIVITY: Goal Setting

TIME NEEDED: One period to complete questionnaire and one or more to discuss.

MATERIALS NEEDED: Pencil and copy of questionnaire (next page)

GROUP SIZE: Any Size

PURPOSE: To give students the opportunity to look at their own goals and the steps to consider in attaining them.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Have students complete worksheet on sitting goals. After all have finished, teacher leads discussion permitting each student to contribute one answer to each question. May be recorded on board when similarities exist among goals.

CUES: We have been talking about setting goals for ourselves. Each day we set goals for that particular day. Many of you have already set some long-term goals for yourself.

PROCESS: Allow each student time to contribute to the discussion. Collect the worksheet at the end of the period and give back the following session if more time is needed to continue discussion. (Teacher may want to keep these papers till the end of the school year and then return them to the students to see if time has changed the goals).

GOAL SETTING QUESTIONNAIRE

Goals give meaning to life. Setting obtainable goals is one means by which an individual may do something positive about directing the course of his or her life.

Short-term goals are those goals obtainable in the near future. The "near future" may be a week or a month or even a year distant depending upon your age and outlook. What are some practical short-term goals you might now set for yourself?

How will attaining these goals help you or be of importance to you?

What special action must you take in order to obtain these goals?

List some long-term goals that, at the moment, are important to you.

What are the dangers of setting goals that are probably unattainable or that are too easily accomplished?

Why set goals?

TITLE OF ACTIVITY: This Is My Life

TIME NEEDED: One A/A Period to introduce
Second A/A Period to share the project

MATERIALS NEEDED: Poster board, magazines, pen, colored pencils, etc.

GROUP SIZE: Any Size

PURPOSE: To allow students to look into the future to plan their careers and dreams

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Students are asked to look into the future and see how their life will be. They may use charts, time lines, collage, sketches, etc. They should include such things as jobs, family, where they'll be living, the life-styles they'll choose, etc.

CUES: All of us have said things like, "When I grow up, I'm going to have . . ." Today we're going to take a trip into the future and see where you believe you would like to be as an adult.

PROCESS: How did it feel planning your future?
Did the future seem like a long time from now?
Do the things you do now affect your future?
Do you think the decisions you make now can be changed in the future?

TITLE OF ACTIVITY: My Dream

TIME NEEDED: One A/A Period

MATERIALS NEEDED: None

GROUP SIZE: Any Size

PURPOSE: To allow students to talk about careers or professions they have dreamed about.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Students are asked if they have ever had a dream or daydream where they are doing some job or involved in some profession. They are asked to share what that dream was. Teacher may list as many occupations as presented.

CUES: Nearly all ow us have pictured ourselves as adults engaged in some type of work. We can see ourselves doing a certain job or dressed in the uniform for that profession. It may have been in a dream or a daydream. Think for a moment about a job you have seen yourself doing.

PROCESS: How does it feel to dream about a job or career?
Are there any advantages to dreaming about a profession?
Do you ever tell yourself you're being unrealistic?

TITLE OF ACTIVITY: If I Were To Run My Own Business It Would Be . . . . .

TIME NEEDED: One A/A Period

MATERIALS NEEDED: None

GROUP SIZE: Any Size

PURPOSE: To introduce students to the idea of operating their own business.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Have students think about a business they could set up and run themselves. They could be a lawyer and have their own firm, or they could be a truck driver with his own truck to operate.

CUES: Most of the time when people think about a job or a profession, they think about working for someone else. But are there businesses or jobs that you could operate yourself or with a partner? Has anyone thought about a business you could set up yourself?

PROCESS: What would be the advantages of running your own business?
The disadvantages?
How does it feel to imagine yourself in charge of a business?

TITLE OF ACTIVITY: I Am Special

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Chairs (Topics listed below)

GROUP SIZE: Any Size

PURPOSE: To encourage students to look at their own abilities, skills and creativity and to share these with others.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Student chooses a partner and they sit together. For two minutes one will talk while the other listens. The teacher gives the topic to talk about. After two minutes they switch roles and listener becomes the talker and vice versa. After each has spoken, everyone changes partners and a new topic is given out. Repeat 2 minute procedure.

CUES: The one person who knows the most about us is who? Yes, it is ourselves. We know what we can do and what our future plans are. Today we are going to have an opportunity to share ourselves with others.

PROCESS: How did it feel talking about yourself?
Did you learn anything interesting about someone else that you didn't know before?

TOPICS:

1. Things I do or make with my hands that I enjoy and do well.
2. I am proud of something I did or made.
3. My favorite hobby or activity right now.
4. Something I'm really good at that I haven't told many people about.
5. The jobs I like best.
6. Something I do well now that I could possibly earn money doing in the future.

TITLE OF ACTIVITY: Tests - What Kinds and What They Mean

TIME NEEDED: One A/A Period

MATERIALS NEEDED: List of various types of tests: Interest, Aptitude, Achievement, Psychological

GROUP SIZE: Any Size

PURPOSE: To review with students the most common types of tests they may take and what help the results can be to them.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Teacher lists on board the four most common types of test: Interest, aptitude, achievement, and psychological. Have students give opinions as to the results obtained from each, the values of each and how each can be used to plan the future.

CUES: Each year you take a series of tests to measure your achievement. Just exactly what do we mean by "your achievement"?

PROCESS: Review at the end of the period the four main types of tests and see if students have a better understanding of when and where each one could be used and how the results can be interpreted.

TITLE OF ACTIVITY: Are Our Goals Affected By Sex Role Expectations?

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Paper and pencil

GROUP SIZE: Any Size

PURPOSE: To make students aware of the fact that their goals in life may be affected by sex role expectations.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Students number their papers from 1 - Teacher reads a list of things that people do. Students put M if this is something males do or F if this is something females usually do. After completed, teacher reads the list again and tallies the results. (List below)

CUES: Are there some jobs we consider that only men or only women can do? I am going to read you a list of things we do and you are to respond with an M if usually men do this or F if usually women do it.

PROCESS: What effect does this kind of thinking have on you when you consider a career for yourself? How do you feel about sex role expectations?

JOB DESCRIPTION: Who Usually?

1. drives a bulldozer
2. vacuums a rug
3. sings in a rock n' roll band
4. sews a shirt
5. fixes a car
6. digs a ditch
7. plans a business deal
8. designs cars
9. runs for president
10. bakes a cake
11. travels on business
12. types a letter
13. changes a diaper
14. plays golf
15. mops a floor

TITLE OF ACTIVITY: What My Tests Reveal About Me

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Copy of CTBS results for each advisory member from previous year

GROUP SIZE: Any Size

PURPOSE: To give students the opportunity to look at their own test results in an objective way and to utilize this date in setting long-term goals.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Teacher distributes CTBS results to each student from the previous year. Teacher then explains what the results mean and how these can be used to plan future courses in high school and ultimately future careers.

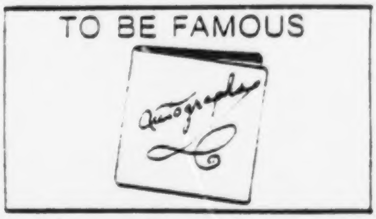
CUES: Each year we spend several days administering standardized tests to all students. Sometimes you may wonder just exactly what these tests do or how you can use the results. That's what we are going to discuss today.

PROCESS: Do the test scores have more meaning for you now than they did before this activity?
Are test scores important?
Will you approach the testing this year differently than you did last?

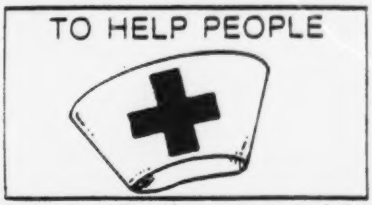
GOALS AND CAREERS

Goal: something a person wants to achieve. Goals are always changing.

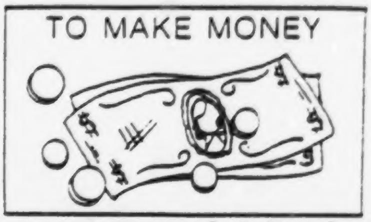
There are many goals related to work. Here are a few that people may have.


TO BE FAMOUS

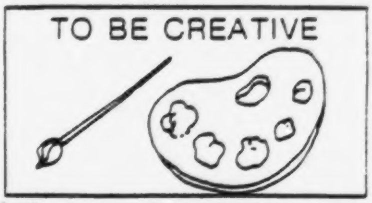
A successful **actor** will become well-known. Many people will know who he is and what he does.


TO HELP PEOPLE

A **nurse** spends the day with people who are ill. She helps people to feel better and get well.


TO MAKE MONEY

Owning a successful **business** will help you make money if that is your goal.

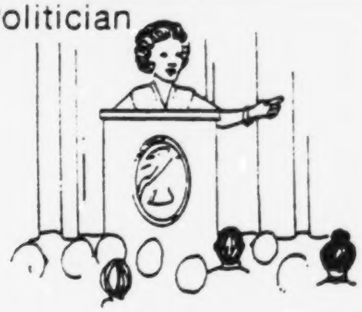

TO BE CREATIVE

An **artist** uses his imagination and creativity. For someone whose goal is to be creative, it is satisfying work.

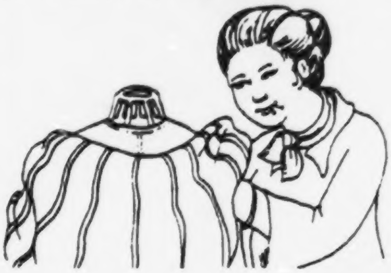
GOAL GAME

Directions: Think about each of the workers in the pictures below. Decide which of the four goals listed above is **most likely** to be the goal each worker is trying to achieve. Write the goal in the space under the picture.

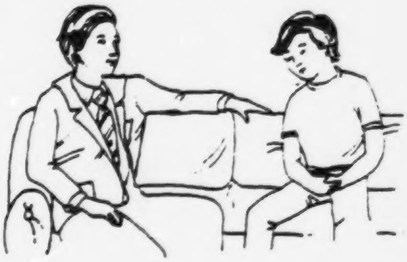
1. Politician



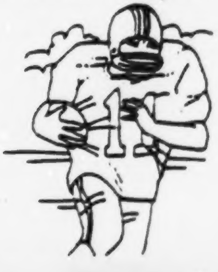
2. Fashion Designer



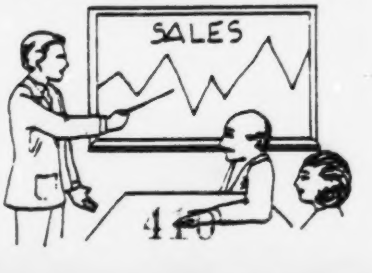
3. Social Worker



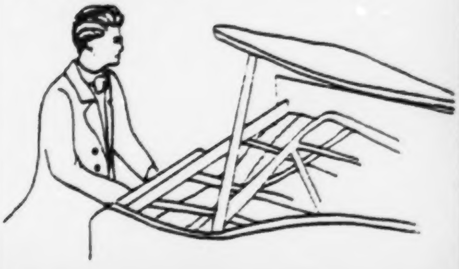
4. Football Player



5. Business Executive



6. Musician



TITLE OF ACTIVITY: Goal Setting Worksheet *(The Other Side of The Report Card)*

TIME NEEDED: Two A/A Periods

MATERIALS NEEDED: Goal Setting Worksheet, pencil

GROUP SIZE: One A/A

PURPOSE: To have students learn that goal setting can help them do things they like with greater skill and frequency.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Each student chooses one activity they enjoy doing and set a goal about it. Give them a few minutes to identify the activity and the proposed goal. Give each student a copy of the Goal Setting Worksheet and have students write their goals on it. After each student has stated his goal, the group should analyze it to see if it meets the conditions at the top of the worksheet. If it doesn't meet the conditions, the group helps the student restate the goal until it meets the conditions established for an effective goal. Repeat the process for each student.

CUES: Emphasize the fact that goals can be big or little and that it is probably better for them to set goals at this point.

PROCESS: Each student reads his final goal statement.

GOAL SETTING WORKSHEET

A good goal is one that meets the following five conditions:

1. It must be conceivable - that is, capable of being put into words.
2. It must be within the realm of possibility for the person setting it.
3. It must be controllable. If it involves another person, you need his or her permission.
4. It must be measurable. It must be so stated that, at some point in time, you can say, "I did," or "I didn't".
5. It must be stated with no alternatives (no "either-or").

A goal to be accomplished by ____________________ (date) ____________

I will ____

TITLE OF ACTIVITY: Day Pie

TIME NEEDED: One A/A Session

MATERIAL NEEDED: Paper and pencil

GROUP SIZE: Any Size

PURPOSE: To allow students to visually see how they spend their day.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: Students draw a large circle on the paper. They divide the circle with dotted lines into four equal parts with each part representing six hours. Students then fill in parts with how they spend their day. They should include time in school, sleeping, eating, watching TV, working, etc. When completed, ask if they are satisfied with the way they spend their time. If not, have them make a list of what they would like to accomplish.

CUES: Have you ever wondered how some people get more done than others do? Do you wish you could accomplish more? Have you ever complained of not having enough time to do things? If you can answer yes to one or more of these questions, maybe you need some practice in goal setting.

PROCESS: Do you see any time that you feel could be better utilized in a day? Would you be able to accomplish more if you listed each morning what you hoped to accomplish that day? Is there any time you believe you waste each day? If so, what would you like to do during that time?

TITLE OF ACTIVITY: List of "To Do" Things

TIME NEEDED: One A/A Session

MATERIALS NEEDED: Paper and Pencil

GROUP SIZE: Any Size

PURPOSE: To have students list short term goals and prioritize them to accomplish.

GOAL CLASSIFICATION: III. Setting Goals

ACTIVITY: During the A/A session have students make a list of all they hope to accomplish that day. They should include homework, phone calls and chores. They may want to prioritize the items. For the next A/A session, have student bring list back in and go over the goals and whether or not they were attained.

CUES: Do you ever get to the end of a day and find that there were things you wanted to get done but did not? Today we are going to look at some things you found to be unnecessary to accomplish.

PROCESS: Does it help to write down things you want to accomplish?
Were you able to eliminate some things you found to be unnecessary to accomplish?
How long can you use this technique for long term goals like choosing a career?

TITLE OF ACTIVITY: Selecting A High School Program

TIME NEEDED: One or More A/A Sessions

MATERIALS NEEDED: Course Description Catalog From High School

GROUP SIZE: One A/A

PURPOSE: To encourage eighth grade students to seriously consider the course of study they will be following for the next four years and relating that to their job aspirations.

GOAL CLASSIFICATION: IV. Looking Ahead
A. High School

ACTIVITY: Look at the course description catalog for high school, select which program appeals to student and five or more occupations that the course of study can prepare student to enter.

CUES: After studying the course description catalog (obtained from counselor) write the program (course of study) options available to you. For each program, list at least five occupations that the course of study can prepare you to enter.

PROCESS: Share responses for activity and follow up with a visit from high school counselor at which time questions can be asked and concerns discussed.

SELECTING A HIGH SCHOOL PROGRAM

Planning your high school program can be a scary and unnerving experience if you haven't given your career and future much thought. More than that, not giving thought to the high school courses you wish to take and the career direction to which those courses lead, can mean a year or two of frustration and a waste of your valuable time. You may find yourself sitting in classes and you have no interest in.

The first step in "next step planning" is to assess all that you already know about yourself: interests, abilities, things you like to do, the level of education you feel you want, can afford, and have the ability to pursue. Next you should identify the many alternative kinds of high school programs available to you, those at the comprehensive high school, vocational, or specialized high schools in your district. Most important, each high school course of study (program) prepared you with different skills required for different occupations. It is important for you to understand what your high school(s) offers: the programs and courses and the kinds of occupations those programs lead to. Next is decision making! Which of the alternatives suits you? You will want to discuss this with your guidance counselor, teachers, parents, and your friends. But you have to think it out and be content with your decision.

Your decisions about what high school program to take is important: it narrows down your choice of possible career options open to you later on. This does not mean that you can't and won't change your plans. For example, you may start out in a college preparatory program only to discover in the twelfth grade that you are more interested in cosmetology and plan to take a post high school program in beauty culture. If you had known about this interest earlier, you might have decided to go to the vocational high school and take cosmetology while you were earning your high school diploma.

Your high school years will be the time for you to experiment and to learn more about you. You may change your career plans at any point: during high school, after high school, after one year of college or technical school, after you finish one year on the job, after five years on the job, etc. Career decision-making is a life long process. The only consequence of making big changes in career plans is loss of time: time to make up required courses needed for your new career directions. Sometimes the best decision is "no decision," leaving yourself with many options and more time to make the right decision.

With the American economy and job market in a state of change, it would be wise to give some thought to alternative career directions, that is, a plan A and a plan B. If plan A career choices appear to be closed to you, do you have an alternative plan B to pursue? Preparing a tentative work plan is a guide meant to be altered as you learn new things about yourself.

TITLE OF ACTIVITY: Concerns About High School

TIME NEEDED: One A/A Session

MATERIALS NEEDED: None

GROUP SIZE: Any Size

PURPOSE: To give students the opportunity to brainstorm concerns they have regarding high school.

GOAL CLASSIFICATION: IV. Looking Ahead
A. High School

ACTIVITY: Teacher asks students to brainstorm any concerns or fears they have regarding going on to the high school. Teacher lists these on the board. After list is complete, go back and try to answer or explain each one.

CUES: Anytime we look toward a new challenge there are questions or concerns that come to mind. With the thought of going on to high school next year on everyone mind, I thought we might talk about some of the areas of concern you have.

PROCESS: Are there are some things we missed and still need to find out about?
Does it help to know that others share your concerns?
Did you learn anything today that helped you?
Do you believe others feel the same way you do?

TITLE OF ACTIVITY: One High School Course I Really Want To Take

TIME NEEDED: One A/A Session

MATERIALS NEEDED: None

GROUP SIZE: Any Size

PURPOSE: To allow students to explore options available to them in high school.

GOAL CLASSIFICATION: IV. Looking Ahead
  A. High School

ACTIVITY: Each student is asked if he has one high school class he really wants to take. As the teacher goes around the circle he may list the courses mentioned on the board. The student should give a reason for wanting to take this class.

CUES: A lot of you have probably already thought about next year and what elective classes you want to take. Some may want a class that ties in with a career you're interested in and others may want a class in something you never tried before. Maybe you've heard that a teacher is really good so you want in that class.

PROCESS: What are the advantages of being able to select some of your classes?
Your friends may try to influence you to take certain courses. Is this good? Could it be bad for you?

TITLE OF ACTIVITY: Peer Counseling

TIME NEEDED: One or More A/A Session

MATERIALS NEEDED: None

GROUP SIZE: One or more groups depending upon number of peer counselors available from high school.

PURPOSE: To help eighth grade students understand more about high school from students who are in high school.

GOAL CLASSIFICATION: IV. Looking Ahead
    A. High School

ACTIVITY: Working with counselor at middle school and high school(s) into which middle school feeds, have high school students explain to eighth grade students what to expect in high school and answer the questions they have.

CUES: Advisor will thank high school students for coming to the middle school to talk with eighth grade students. Now we will have questions from you to the high school students concerning what you need to know about high school.

PROCESS: Thank high school students and during the next session, discuss what was learned and any further concerns students did not answer which may be directed to the counselor(s) when visitation is made to the middle school.

TITLE OF ACTIVITY: Ten Easy Tips For Making Class Count In High School

TIME NEEDED: One A/A Session

MATERIALS NEEDED: Accompanying Worksheet

GROUP SIZE: One A/A

PURPOSE: To review with eighth grade students the importance of good study and class habits especially with earning of credits beginning in the ninth grade.

GOAL CLASSIFICATION: IV. Looking Ahead
    A. High School

ACTIVITY: Discuss credits that will be earned in high school and then the ten tips on the accompanying sheet. Encourage students to share other tips they have found to be helpful.

CUES: What are credits? (Explain)
Let's discuss some of the study and class habits you have found to be helpful in keeping your grades up. (Go over 10 tips on accompanying worksheet - may have copies for students or write on chalkboard).

PROCESS: Ask students to name other tips they have found to be helpful in maintaining class work and/or grades.

TEN EASY TIPS FOR MAKING YOUR CLASSES COUNT

1. Sit close to the front of the classroom when possible.
2. Join in class discussions.
3. Ask questions. If you're in doubt about something, others in your class probably are, too.
4. Keep up with class assignments. Finish them before they're due.
5. Ask for help in any class in which you find yourself falling behind. Remember, your teachers want to help you succeed.
6. Look for ways to sharpen your basic skills in each of your classes. You can practice your reading skills in mathematics, your writing skills in history, your algebra skills in science.
7. Learn to type so you can type your own school work and use a computer terminal keyboard.
8. Learn to take good class notes. You'll be taking lots of them if you go on to college.
9. Learn to correct and rewrite your written work. Ask your friends to let you help them correct their work for extra practice.
10. Develop test-taking skills. Your counselor and teachers can show you how to get started.

TITLE OF ACTIVITY:	Getting Ready For 9th Grade
TIME NEEDED:	One A/A Session
MATERIALS NEEDED:	None
GROUP SIZE:	One A/A
PURPOSE:	To go over the requirements in 9th grade and to review the electives available.
GOAL CLASSIFICATION:	IV. Looking Ahead A. High School
ACTIVITY:	Teacher gets list of required classes for 9th graders and a list of which electives are available to 9th graders. Distribute copies to all students and go over.
CUES:	It often helps to make an educated decision if we have time to consider our options. Today we are going to take a look at your required classes for next year and the electives available to you.
PROCESS:	Have each student take lists home and share with parents. Next A/A have them return lists and discuss which electives they have chosen and why. How will these fit into the total high school picture? Will these be helpful when considering a job or a career?

TITLE OF ACTIVITY:	Preparing For College/Post Secondary Training
TIME NEEDED:	One or More A/A Session
MATERIALS NEEDED:	Accompanying Information Sheet, pencil and paper
GROUP SIZE:	One A/A
PURPOSE:	To encourage students to consider college as an option and promote early preparation regarding required classes needed in order to prepare for any post-secondary training.
GOAL CLASSIFICATION:	IV. Looking Ahead B. College
ACTIVITY:	Copy the accompanying information sheet for students. Discuss the information on the sheet emphasizing the importance of deciding as early as possible so that appropriate courses can be taken.
CUES:	Next year you will be making a choice as to which courses of study to follow for the next four years of high school. Let's study the chart you have and discuss any questions you may have.
PROCESS:	Have students select one career they are considering and list which course of study needs to be followed and the specific classes they will need to take in high school.

WHAT HIGH SCHOOL COURSES WILL BEST PREPARE ME FOR THE FUTURE?

Courses for Entering	1 Colleges, Universities, Military Academics	2 Arts	3 Vocational and Technical Jobs	4 Business Careers
English				
Science				
Math				
History				
Foreign Language				
Other				

Familiarity with the computer is useful in all area.

For what careers do these courses prepare my child?
Here are just a few examples. Careers are listed under the types of preparation.

1. College

- accountant
- architect
- clergy
- counselor
- doctor
- engineer
- lawyer
- nurse
- teacher

2. Arts

- actor/actress
- artist (painter)
- commercial artist
- dancer
- fashion designer
- filmmaker
- interior designer
- musician
- photographer

3. Vocational

- beautician
- carpenter
- chef
- computer repair technician
- electrician
- machinist
- mechanic
- plumber
- tailor/dressmaker
- welder

4. Business

- bank teller
- bookkeeper
- clerk
- computer operator
- court reporter
- receptionist
- secretary
- travel agent
- word processor operator

TITLE OF ACTIVITY: Post Secondary Education Locations

TIME NEEDED: One A/A Period to introduce and one week to complete

MATERIALS NEEDED: Map of local area or of state

GROUP SIZE: Any Size

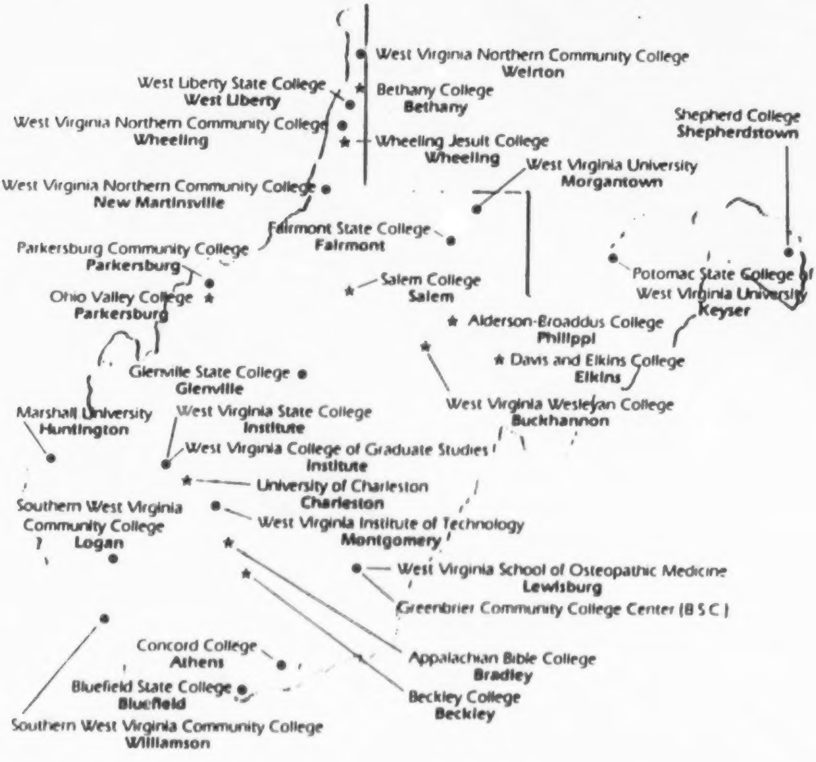
PURPOSE: To provide students with the opportunity to locate places where they can go after high school for additional schooling.

GOAL CLASSIFICATION: IV. Looking Ahead
B. College/Post Secondary

ACTIVITY: Teacher hangs up a map of the area (50 mile radius) and of the state. Group is divided into 3 or smaller groups. Task is to locate as many institutions of higher learning as possible. Colored pens may be used to identify them such as: (1) 4 yr. colleges or universities, (2) 2 yr colleges, or (3) Voc/Technical Schools. Class brainstorms as many as they already know and locate these on maps with pins. Assignment is to see how many others they can come up with in a week and plot on the maps. May use phone book, pamphlets, people, etc. to locate.

CUES: Sometimes the only places we know that we can attend after high school are the ones most popular with our friends or older brothers and sisters. Let's see how many post secondary places we can name and locate on the map.

PROCESS: Did you learn about some places that you were not aware of? Were you surprised to find out how many are available? Did you change your mind about where you would like to attend?


West Virginia Northern Community College
Weirton
West Liberty State College
West Liberty
Bethany College
Bethany
West Virginia Northern Community College
Wheeling
Wheeling Jesuit College
Wheeling
Shepherd College
Shepherdstown
West Virginia University
Morgantown
West Virginia Northern Community College
New Martinsville
Fairmont State College
Fairmont
Parkersburg Community College
Parkersburg
Salem College
Salem
Potomac State College of
West Virginia University
Keyser
Ohio Valley College
Parkersburg
Alderson-Broaddus College
Philippi
Davis and Elkins College
Elkins
Glenville State College
Glenville
West Virginia Wesleyan College
Buckhannon
Marshall University
Huntington
West Virginia State College
Institute
West Virginia College of Graduate Studies
Institute
University of Charleston
Charleston
Southern West Virginia
Community College
Logan
West Virginia Institute of Technology
Montgomery
West Virginia School of Osteopathic Medicine
Lewisburg
Greenbrier Community College Center (B S C)
Concord College
Athens
Appalachian Bible College
Bradley
Bluefield State College
Bluefield
Beckley College
Beckley
Southern West Virginia Community College
Williamson

● Public Colleges and Universities

★ Independent Colleges and University

BEST COPY AVA

West Virginia Colleges and Universities

Public Colleges and Universities

Bluefield State College
Bluefield, West Virginia 24701

Concord College
Athens, West Virginia 24712

Fairmont State College
Fairmont, West Virginia 26554

Glenville State College
Glenville, West Virginia 26351

Marshall University
Huntington, West Virginia 25701

Parkersburg Community College
Parkersburg, West Virginia 26101

Potomac State College of West Virginia University
Keyser, West Virginia 26726

Shepherd College
Shepherdstown, West Virginia 25443

Southern West Virginia Community College
Logan, West Virginia 25601

West Liberty State College
West Liberty, West Virginia 26074

West Virginia College of Graduate Studies
Institute, West Virginia 25112

West Virginia Institute of Technology
Montgomery, West Virginia 25136

West Virginia School of Osteopathic Medicine
Lewisburg, West Virginia 24901

West Virginia State College
Institute, West Virginia 25112

West Virginia Northern Community College
Wheeling, West Virginia 26003

West Virginia University
Morgantown, West Virginia 26506

Independent Colleges and University

Alderson-Broaddus College
Philippi, West Virginia 26416

Appalachian Bible College
Bradley, West Virginia 25818

Beckley College
Beckley, West Virginia 25801

Bethany College
Bethany, West Virginia 26032

Davis and Elkins College
Elkins, West Virginia 26241

Ohio Valley College
Parkersburg, West Virginia 26101

Salem College
Salem, West Virginia 26426

University of Charleston
Charleston, West Virginia 25304

West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Wheeling Jesuit College
Wheeling, West Virginia 26003

Other Options

Besides the colleges and universities in West Virginia, there are also many in other states.

In addition to colleges and universities, every county in West Virginia has access to a public vocational-technical center. There are also nursing schools, business schools, and many other options available for those wishing to continue their education beyond high school.

ABLE

TITLE OF ACTIVITY: Paying For Post Secondary Education

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Sources for financial aid, if available

GROUP SIZE: Any Size

PURPOSE: To get students to used to the idea of financial assistance that might be needed for post secondary schooling.

GOAL CLASSIFICATION: IV. Looking Ahead
B. College/Post Secondary

ACTIVITY: Many times students do not realize the cost of post-secondary schooling. The teacher should list the types of facilities on the board (4 yr. college {public and private}, 2 Yr. college, Voc/Technical, etc.) and have students estimate cost for each. Where will the money come from? What aid is available to finance the cost?

CUES: Have you ever thought about the cost of obtaining advanced schooling beyond high school? More importantly, have you ever considered how you will pay for this training?

PROCESS: Did you learn about any ways to finance a college or post secondary education that you were not familiar with?
Did the cost surprise you?
Can you begin to make plans on how to help cover the burden of the college expenses?

TITLE OF ACTIVITY: Matching Careers To Institutions

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Maps with colleges and list of brainstormed careers.

GROUP SIZE: One A/A Period

PURPOSE: To make students aware of places that they can attend to pursue a particular career.

GOAL CLASSIFICATION: IV. Looking Ahead
    B. College/Post Secondary

ACTIVITY: Using the maps completed in previous sessions plus the list of careers brainstormed earlier, have students identify which institutions one may attend if you were interested in pursuing it.

CUES: W have our list of careers plus our list of institutions of higher learning. Today we are going to try to assign each career with several locations you may attend if you were interested in pursuing it.

PROCESS: Were you surprised to find out how many places you can go for a particular area? Or were you surprised to see how few places offer a particular field of study? Did this help to expand your outlook? If interested in a particular school, students may write for additional information.

TITLE OF ACTIVITY: My Interests

TIME NEEDED: One A/A Period to complete, more to share

MATERIALS NEEDED: List of questions to share with students, paper and pencil

GROUP SIZE: Any Size

PURPOSE: To give students the opportunity to look at their personal interests as they select career clusters.

GOAL CLASSIFICATION: IV. Looking Ahead
  B. College/Post Secondary

ACTIVITY: Give each student a copy of interests. Have them answer the questions then write a paragraph using the information gained to determine the type of career they would be most comfortable with. Have students share their paragraphs if they wish.

CUES: We all have things we like to do and don't like to do. We know whether or not we're a "night" person or a "day" person. Today we're going to use this information and other information we will gain to determine a career area for ourself.

PROCESS: Did you discover anything new about yourself?
Did this help you to narrow down your job areas to consider?
Do your interests play a part in determining your career?

MY INTERESTS

1. Would you prefer a job where you deal with people most of the time (to talk and work together with them) or a job where you deal with things and objects most of the time?

2. Would you prefer work that involves business activities or work involving scientific or technical tasks?

3. Would you prefer work that is well defined, and routine in nature or work that is creative and not so defined?

4. Would you enjoy work that puts you in the public's eye and gives you prestige?

5. Would you prefer doing work where your tasks are "spelled out" leaving little opportunity for you to figure out solutions to work problems or work where you are directly involved in planning and carrying out the work tasks?

6. Would you enjoy a job where you give directions to and plan the work of other people?

7. Would you enjoy working essentially alone, physically isolated from others, only coming in contact with other people through various necessary activities?

8. Would you enjoy work where you have to convince or persuade someone else?

9. Would you enjoy work where you are put in situations involving taking risks or involving danger to yourself physically?

10. Would you enjoy work that requires your making decisions on the spot?

11. Would you enjoy work where you have to be very sensitive to the feelings and welfare of other people?

12. Would you prefer work involving many physical demands such as lifting, carrying, pushing heavy objects, or prefer work involving less active tasks such as sitting at a desk or walking around an office?

13. Would you enjoy work where you use your hands extensively?

14. Would you prefer work that keeps you out-of-doors most of the time, sometimes in the rain and snow, or work that is primarily indoors?

15. Would you prefer a job where your work surroundings are not only neat and clean but are attractively decorated or work surroundings that are very simply decorated with only the essential work tools and equipment at hand?

16. Would you enjoy a job in which you have to talk to groups of people or to strangers frequently?

17. Would you enjoy a job in which you have to do arithmetic or work with numbers extensively?

18. Would you enjoy a job where you help other people either by caring for them physically or by teaching or guiding them?

19. Would you enjoy a job where you had to be very accurate and careful, in which others depended upon the correctness of your work?

20. Would you prefer a job in which you gave instructions to others or carried out instructions given to you by someone else?

21. Would you enjoy getting further education and training after high school? On-the-job training where you are paid while you learn? Six to twelve months of technical training in a technical school? Two years of college? Four years of college? Four years of college plus graduate school (or professional school such as for law or medicine)?

22. Would you prefer work where you get paid only for the hours that you work plus any overtime pay, such as a factory worker or work in which you are given a flat salary for the work that has to be done, such as an office manager?

23. Would you prefer a 9:00 a.m. to 5:00 p.m. job in which you have relatively few pressures or a job where you sometimes must do work at night, on your free time, one in which you have more responsibility?

24. Would you prefer to be self employed or work for someone else?

25. Would you prefer a job that provides a good pension plan or work in which you must plan for your own retirement?

26. Would you enjoy a job where your employer pays for any further education you might want and need?

27. Would you prefer work that pays a fairly good salary but offers little chance for advancement or work that offers good chance for advancement but pays poorly at present?

TITLE OF ACTIVITY: RESEARCH A CAREER OF YOUR CHOICE

TIME NEEDED: One A/A period to select and others to share what was found

MATERIALS NEEDED: None

GROUP SIZE: Any size

PURPOSE: To allow students to select one career they are especially interested in and to obtain more information about that career.

GOAL CLASSIFICATION: IV Looking Ahead
C. Career

ACTIVITY: From the list of careers obtained thru brainstorming the previous A/A period, each student selects one to explore in depth. The student may interview someone in this field or research in the library information. As a class, come up with questions to answer for each career. Example may be: 1. type of training or schooling needed, 2. working conditions, 3. locale where work can be found, 4. opportunity for advancement, 5. salary

CUES: During our last A/A class we came up with a list of careers under each subject heading. What I would like to do today is have each of you select one career from our list and research it a little deeper. Hopefully, everyone can choose a different career in order that we can learn something about a lot of jobs.

PROCESS In researching your particular career did you learn anything that was surprising or new to you? Did you feel this was a career you would be interested in pursuing? Why or why not?

TITLE OF ACTIVITY: Brainstorming Careers

TIME NEEDED: One A/A Period

MATERIALS NEEDED: None

GROUP SIZE: Any Size

PURPOSE: To begin to have students look at their strength areas and to look for jobs that may correlate with these.

GOAL CLASSIFICATION: IV. Looking Ahead
    C. Careers

ACTIVITY: Teacher lists on board the major subjects such as Language Arts, Math, Science, Social Studies, Physical Education and Related Arts. Under each heading students brainstorm as many jobs or careers they feel would require that subject as a strength. There may be some careers under more than one heading.

CUES: Sometimes we wonder when we are ever going to need some of the things we are learning in classes now. For todays activity we are going to see how many jobs or careers we can come up with under each subject.

PROCESS: Were you surprised by the number of careers we came up with? Are there some subjects that seem to be needed by many careers? Do you see a lot of overlap of jobs requiring strengths in more than one subject?

TITLE OF ACTIVITY: My Ideal Job

TIME NEEDED: One A/A Period

MATERIALS NEEDED: Paper and Pencil

GROUP SIZE: Any Size

PURPOSE: To have students see the correlation between their personality traits and career choices.

GOAL CLASSIFICATION: IV. Looking Ahead
C. Careers

ACTIVITY: Teacher can list on board titles such as:
Personality (prefer to work alone or with others)
Environment (in doors or out of doors)
Skills (typing, talking on phone)
Important To Me (fame, money, prestige)
Students then examine their own personality traits and see how they would fit into this picture. From looking at personality traits, students try to correlate jobs or careers that go along these same lines.

CUES: Some of us prefer to work alone while others prefer to work with people. Some of us like being out doors while others like staying inside. Today we are going to look at your personality traits and try to align these with career clusters.

PROCESS: Do you believe it is important to consider your personality when considering career choices?
Does this rule out certain jobs or careers for you?
What type of work seems best suited to you?

TITLE OF ACTIVITY: Guest Speakers

TIME NEEDED: Any Number of Sessions

MATERIALS NEEDED: None

GROUP SIZE: Any Size

PURPOSE: To give students an opportunity to learn first hand what types of skills or aptitudes are needed to succeed at various jobs.

GOAL CLASSIFICATION: IV. Looking Ahead
C. Careers

ACTIVITY: Invite speakers to come in and talk to the students about the skills needed to succeed in a particular occupation.

CUES: Have students brainstorm the occupations they are most interested in learning about.

PROCESS: Students can ask questions of the speaker about concerns they have.

TITLE OF ACTIVITY: Tell It Like It Is

TIME NEEDED: One A/A Period to brainstorm ideas, as many as needed for presentations.

MATERIALS NEEDED: None

GROUP SIZE: Any Size

PURPOSE: To give students an opportunity to hear first hand from people engaged in jobs they are interested in pursuing.

GOAL CLASSIFICATION: IV. Looking Ahead
    C. Careers

ACTIVITY: Have students brainstorm careers or professions they are interested in learning more about. Teacher lists them on the board. Students may know people in these areas and can arrange to have them come in and talk to class.

CUES: One way of learning about various jobs is by talking to people already working in these areas. Today we are going to come up with a list of careers you may have an interest in.

PROCESS: Select three or four careers the class is most interested in getting information about. Someone in the class may know a person in that area who could come in and speak. Decide what questions the class would like covered. Examples, how I got into my career, the advantages and disadvantages, advice I would give for someone going into their career, etc.

TITLE OF ACTIVITY: Interest Inventory

TIME NEEDED: One A/A Period to complete, another to share answers

MATERIALS NEEDED: Interest Inventory

GROUP SIZE: Any Size

PURPOSE: To allow students to review their interests as they may relate to careers.

GOAL CLASSIFICATION: IV. Looking Ahead
C. Careers

ACTIVITY: Students complete interest inventory. Teacher then leads a discussion about the results.

CUES: Some things we enjoy doing and others we do not. Our interests give us a clue as to the type of work we might enjoy doing.

PROCESS: Do you see how your interests can tie into career choices?
Were you surprised at some of your answers?
Did you get some new careers to consider that perhaps you had not thought of before?

INTEREST INVENTORY

1. What activities do you enjoy where you are helping or teaching someone else (a friend, a young child, an adult)?

2. What activities do you enjoy where you have to use your hands (either to make or fix anything) or use tools or materials (such as wood, fabric, plastic, food, chemicals, etc.)?

3. What activities do you enjoy where it is necessary to be friendly, social?

4. What activities do you enjoy where you must be very accurate and careful?

5. What activities do you enjoy where you have to solve a problem or search for a solution?

6. What activities do you enjoy where you have to use your imagination (ideas) or in which you have to be creative?

7. What activities do you enjoy where you have to persuade or convince someone else to do something? (Like selling something or giving advice)

8. Are there any activities where you enjoy being the leader?

   Are you more comfortable when someone else is the leader?
   Answer "YES" or "NO" ____________

9. What extracurricular activities in school do you enjoy?

10. What school subjects or topics are you most interested in?

11. Pretend you have just been given a one month vacation. What activities would you choose to do by yourself?

Which activities would you choose to do with other people? (friends, family, etc.)?

What activities would you want to try, but never have tried, and are a little afraid of trying?

12. Think about the last two weeks. List all the activities that you chose to do (no one forced you to do them) after school or on the weekends?

TITLE OF ACTIVITY: Matching People and Interests

TIME NEEDED: One A/A Session

MATERIALS NEEDED: Accompanying worksheet and pencil

GROUP SIZE: One A/A Group

PURPOSE: To examine various personality types and match them with appropriate interest areas

GOAL CLASSIFICATION: IV. Looking Ahead
    C. Careers

ACTIVITY: Read the description of each person. Circle the interest area that would best match the person's description.

CUES: Go over the example orally.

PROCESS: Discuss the answers. How can these be used to tie into careers? Can students come up with any of their own descriptions of perhaps someone they know and the type of interest they would go with?

MATCHING PEOPLE AND INTERESTS

DIRECTIONS: Read the description of each person. Circle the interest area that would best match the person's description.

EXAMPLE:

John likes to collect stamps. He is very careful and exact. He keeps his collection in perfect order.

a. Being outdoors
b. Organizing
c. Working with others
d. Math

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1. Jane is always working around the house. She repaired the sewing machine for her mother, set up the new stereo set, and fixed the clock.

a. Art
b. Organizing
c. Working with machines and tools
d. Math

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2. Barry is in the 4-H Club at school. He likes to garden and raise vegetables and flowers at home.

a. Working with others
b. Working with machines and tools
c. Being outdoors
d. Organizing

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3. Louise enjoys being with friends and neighbors. She is in the Pep Club, the Girls' League, and is president of the Student Council. She gets along well with people and is friendly to everyone.

a. Working with people
b. Working with machines and tools
c. Science
d. Being outdoors

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4. Becky is a junior and is a member of the Science Club. She has an insect collection, a microscope, and a chemistry set. She has built a small laboratory in her parents' garage.

a. Organizing
b. Working with people
c. Art
d. Science

---

5. Mick plays the cello in the school orchestra. He started his own string quartet and writes music in his spare time. To earn spending money, he plays piano on the weekends at a dinner club.

a. Organizing
b. Being outdoors
c. Art
d. Working with machines and tools

---

6. Ken is president of the Chess Club. He won the Tri-City chess championship two times. He is majoring in math and enjoys working on mathematical theorems and proofs.

a. Working with machines and tools
b. Working with people
c. Being outdoors
d. Math

TITLE OF ACTIVITY: Interests and Careers

TIME NEEDED: One A/A Session

MATERIALS NEEDED: Accompanying Worksheet and pencil

GROUP SIZE: One A/A Group

PURPOSE: To relate interest to careers and match various interests with jobs

GOAL CLASSIFICATION: IV. Looking Ahead
  C. Careers

ACTIVITY: Teacher reviews the top section of the worksheet pointing out the relationship between interests and careers. Students complete the matching exercise. A discussion of the results follows.

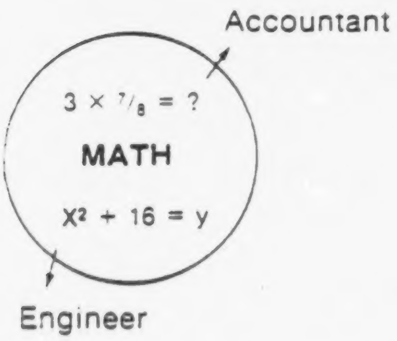
CUES:

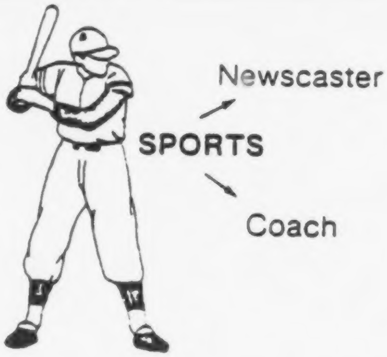
PROCESS: How many had perfect papers? Do any of these people remind you of yourself?

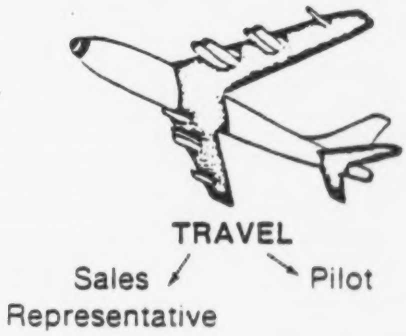
INTERESTS AND CAREERS

Interests: things a person likes to do

Jobs are related to interests. When people begin to make career plans, they usually begin by looking at their interests.







FIND THE INTEREST

Directions: Read about these people. Match them with the interests related to their jobs. Not all of the interests will be used.

WORKERS	INTERESTS
_____ 1. Roy Jones is a veterinarian. People bring their pets to him for medical care.	a. Likes children
_____ 2. Louise Beecher is a forest ranger. She cares for plants and animals in a large national forest.	b. Likes nature and the out-of-doors
_____ 3. Mary Carter is putting herself through school by working at a day-care center. She wants to be a teacher.	c. Likes to travel
_____ 4. Barb Watkins plays the piano, violin, and flute. She wants to start her own string quartet.	d. Likes to work indoors
_____ 5. Bob Emerson is a pilot. He goes to many different cities and countries.	e. Likes writing
_____ 6. Len Compton works in a garage. Repairing engines, charging batteries are all part of his job.	f. Likes animals
	g. Likes working with machines
_____ 7. Bonnie Sussman reads a lot of books and magazines. She hopes to publish a personal account of growing up in the 1960's.	h. Likes music

TITLE OF ACTIVITY: Completing Job Application Form

TIME NEEDED: One A/A Session

MATERIALS NEEDED: Sample job application form

GROUP SIZE: One A/A Group

PURPOSE: To give students experience of completing job application form.

GOAL CLASSIFICATION: IV. Looking Ahead
C. Careers

ACTIVITY: Have students complete job application form and have it checked

CUES: Employees often complain that applications are illegible and incomplete. Keep in mind that your application is a reflection of yourself and all that employers have by which to evaluate you.

Application forms will vary, but same basic rules in completing: read entire application before writing, ask about any information you do not understand, print or write neatly and check to be sure every question has been answered. Check spelling carefully.

PROCESS: Check and discuss each application individually as students complete it.

APPLICATION FOR EMPLOYMENT

NAME ______________________________

ADDRESS ______________________________

TELEPHONE NO. ______________ SOC. SEC. NO. ______________

POSITION FOR WHICH YOU ARE APPLYING: ______________

JOB EXPERIENCE:

(1) COMPANY ______________________________

ADDRESS ______________________________

TELEPHONE NO. ______________________________

JOB DESCRIPTION ______________________________

SUPERVISOR ______________ SALARY ______________

EMPLOYED FROM ______________ TO ______________

(2) COMPANY ______________________________

ADDRESS ______________________________

TELEPHONE NO. ______________________________

JOB DESCRIPTION ______________________________

SUPERVISOR ______________________________

EMPLOYED FROM ______________ TO ______________

SALARY REQUIREMENTS ______________________________

REFERENCES: NAME ADDRESS TELEPHONE NO.

____

____

EDUCATION ______________________________

CAREER GOALS ______________________________

TITLE OF ACTIVITY: Job Application/Interview Terms

TIME NEEDED: One or more A/A Session

MATERIALS NEEDED: None

GROUP SIZE: One A/A Group

PURPOSE: To help students understand basic terms which need to be understood for filling out job applications and having job interviews.

GOAL CLASSIFICATION: IV. Looking Ahead
C. Careers

ACTIVITY: Define and discuss terms listed and any additional terms group can brainstorm.

1. Maiden Name
2. References
3. Resume
4. Marital Status
5. Wage
6. Salary
7. Leisure
8. Citizenship
9. Punctuality
10. Appearance
11. Benefits

... Others group can identify

CUES: You will need to have an understanding of some basic terms when you fill out job applications or have job interviews. We need to know the meaning of these terms. Are there other terms which you do not understand? (List these)

PROCESS: Give vocabulary check on all terms after reviewing and having students write definitions.

TITLE OF ACTIVITY: Attitudes Affect Success

TIME NEEDED: One or More A/A Session

MATERIALS NEEDED: None

GROUP SIZE: One A/A Group

PURPOSE: To demonstrate how a person's attitude can affect others and success in getting along with others

GOAL CLASSIFICATION: IV. Looking Ahead
    C. Careers

ACTIVITY: Define attitude (your inner feelings or inclinations toward anything)
Discuss positive and negative attitudes.
Describe how parents, peers (friends), teachers and our needs influence our attitudes.

CUES: Attitude is important to the success of anything in life, whether it be school work, job, marriage, or working at your free time activities. What is attitude? Name some characteristics of people with positive attitudes and negative attitudes.

Complete these statements:

An attitude that was influenced by my parents is __________________.
An attitude that was influenced by my friends is __________________.
An attitude that was influenced by my teachers is __________________.

PROCESS: As a class, discuss the arguments for and against the importance of attitudes considering attitudes toward school, friends, teachers, parents, job, success and happiness.

TITLE OF ACTIVITY: Work Affects Lifestyle

TIME NEEDED: One or More A/A Sessions

MATERIALS NEEDED: None

GROUP SIZE: One A/A Group

PURPOSE: To make students aware of how one's work influences a person's lifestyle.

GOAL CLASSIFICATION: IV. Looking Ahead
  C. Careers

ACTIVITY: Discuss what is meant by a person's lifestyle. Ask students to project thoughts into the future concerning relationship between job and lifestyle.

CUES: What is meant by the term life style? Answering in general terms, (because some of you may not know what job you will have), how might your job influence your lifestyle?

PROCESS: Project yourself into the future. Write a class reunion letter to a close friend describing your job and lifestyle. You may want to include the following information: marital status, children, where you live, occupation information (working hours, social environment at work, physical working conditions, what you like and dislike about your work), recreation/leisure activities, etc. Read other letters in group and compare predictions.

TITLE OF ACTIVITY: Work - How Important Is It?

TIME NEEDED: Two A/A Sessions

MATERIALS NEEDED: Accompanying information sheet for teacher

GROUP SIZE: One A/A Group

PURPOSE: To inform students about the basic needs which work satisfies.

GOAL CLASSIFICATION: IV. Looking Ahead
  C. Careers

ACTIVITY: Advisor will review information sheet with students and also brainstorm other needs work satisfies with the group. Have students write definition for *work*. Have students give examples of unpaid work.

CUES: Let's discuss the term *work*. What does the term bring to mind? What are some of the reasons why people work? (Refer to information sheet)

PROCESS: After discussion, have students pretend to be a member of a debating team. The topic is "To Work or Not to Work." Write an argument *for* and *against* working, giving advantages and disadvantages of each. Share answers.

HOW IMPORTANT IS YOUR WORK?

Work! Most of us do it in some form or other. People in the working world get paid for it. Housewives and students are unpaid workers. Almost all of us enjoy a break from work so that we can spend our time in a leisure activity; but some people's leisure activities, building models, painting, cooking, are other people's work. So, what's the difference between work and leisure? According to the dictionary, one definition of work is "physical or mental effort directed toward the production or accomplishment of something;" another defines work as "the means by which one earns a livelihood; a trade, craft, business, or profession."

Work is much more important to your life than just earning a living. The average person spends at least 50% of their waking hours working. And this does not include time spent at work related activities such as going to meetings and further study for self improvement.

Every aspect of your life is influenced by your work. When someone meets you for the first time, they often ask, "What do you do? Where do you work?" What you do for a living does place you somewhere on the socio-economic scale.

Work affects your lifestyle. Your job determines your work schedule; the time you leave in the morning; whether you "punch in" on the time clock or set your own hours; the length of your lunch break, and whether or not you will work in the evenings or on the weekends.

The clothing you wear may reflect the nature of your work (a mechanic's coveralls, an accountant's conservative suit) and, in some cases, may reflect the degree of success you achieve in your career. This is changing, however, as more and more people assert their right to dress on the job to suit their personality, mood, and comfort.

Work influences where you will live geographically, and how many times you will move. It directly affects the type of housing you can afford.

In addition, your work guides your selection of friends and associates, as well as, your recreation, whether you belong to the bowling team or the golf set. It even affects your manner of speaking, your attitudes, and your values.

Working satisfies some of your very basic needs. First of all, you earn a living, are self-supporting, and gain self respect from being able to do so. Furthermore, most jobs involve you with other people, and this can be a very enjoyable part of your work. You like meeting the "boys" for lunch and the "small talk" with your fellow workers that enriches your entire day.

Doing the job well can provide you, not only with satisfaction, but the recognition of others for your efforts. Your accomplishments, whether fixing a leaking sink, assembling a bicycle, or cleaning someone's teeth are services needed by other people. Knowing that your work is contributing to the welfare of others gives you further reason to feel good about yourself, another work satisfaction.

For many people, their work is a direct form of self-expression. A teacher has many decisions to make in selecting appropriate materials for students; an office manager must set up and organize the work schedules for the office workers; the crafts person has to select the color, form, and medium that best suits the wares to be made. These tasks are expressions of each person's creativity. This is a work satisfaction.

The nature of the work itself can either bore or delight you. For example, one salesman might love his work in a retail card shop; he likes meeting new people, helping them with their selection of purchases, and making suggestions to the boss about items that the shop should carry. He enjoys the variety of tasks to be done. His friend finds sales work boring. Being fascinated with science, his friend directed his efforts at becoming a laboratory worker in a hospital. He enjoys working in his "own laboratory" for which he has the responsibility for all the tests conducted. Many people rely on the accuracy of his work, and this makes him feel very important. Two people, two different personalities.

The working conditions of the job can be satisfying or dissatisfying; pleasantly decorated work space, enough materials to do the job correctly, and a well organized flow or work can make you want to come to work.

Finally, you need job security. As a young or moderately experienced worker, you want to know you're not going to be "let go," not going to have to look for another job. In later years, security means seniority privileges, getting first choice at promotions and work assignments, being the last to be "laid off" in bad times, and receiving a good pension upon retirement.

WHAT CAN WORK DO FOR YOU?

Work can do many things for us, but it is not only for ourselves and our families that we work. The strength and might of our country depends upon our collective efforts. We are moving into a period where traditional work values, the "work ethic," are being questioned. Young people, particularly, are being turned off by jobs that are boring, by business practices that they see as unduly materialistic and competitive, by work that is seen as drudgery. Yet, many jobs are needed by society and are essential for its survival. Those jobs have to be done. Perhaps, we can channel our technology into easing the load of essential but toilsome tasks. Perhaps we should change our thoughts about essential but unglamorous work; it's honest, honorable, and sometimes pays well.

Work, like taxes, is a part of your tomorrow. Act now, to make it as satisfying for yourself as you can.